

# ANNUAL REPORT

OF THE  
BOARD OF EDUCATION



BLOOMFIELD, NEW JERSEY

1930

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# REPORT OF SUPERINTENDENT

Office of Superintendent of Schools

Bloomfield, N. J.

June 30, 1930.

## *Board of Education:*

Ladies and Gentlemen: I have the pleasure of submitting herewith my annual report for the school year ended June 30, 1930. It includes a picture of each public school building, a picture of one activity in each school, and a brief report by each principal, as well as reports made to the Superintendent by Supervisors and Directors of special departments of our school work.

The types of schools maintained in Bloomfield have been established with the idea of giving our children the most adequate educational advantages which modern thought seems to accept as being most economic and best suited to the needs of our community and to the development of good citizenship.

Children are entering school life at four or five years of age, by way of the kindergarten where they are engaged in play and its various forms of self expression. In the kindergarten children acquire habits of obedience and self-control. We are convinced that there is no period of life more important for the education of the individual and no period which requires more skill on the part of the teacher than the one between the ages of four and six years. The most strategic period of the child's life and education is before the age of six years. The kindergarten, therefore, is serving the child's highest need as no other part of the school system can, especially when children come from small families and from homes with limited facilities.

Our elementary schools have been organized with the belief that children do their best when their hearts are in their work, and when interest claims their attention. This school is made a happy place where real work is done and at the same time enjoyed; where wholesome play is provided, and where children learn by doing; where children and teachers work together and live together as a friendly family.

The elementary school is the universal school, the school of all the people, and the law requires—within certain limits—the regular attendance of every child between the ages of six and sixteen. It is the foundation upon which all higher education must be based.



The aim of our high school is to provide such conditions, instruction, and guidance for our young people between the ages of fourteen and eighteen as will give life experiences of the largest value. Our young people need, first of all, a forward look to the responsibilities of earning a living; to the responsibilities of citizenship and of the home, and in a great many cases the responsibility of higher education.

During the past year an effort was made to give our high school students, under proper leadership, an opportunity to engage in wholesome sports after regular school hours. Several hundred students took advantage of the facilities offered in our inter-mural program which we are planning to extend during the coming school year. Today too many of our young people start out in life on a detour. "The frontline trenches for the prevention of delinquency," said an eminent judge, "are the public schools."

In our Opportunity school the needs of the children differ so much from the needs of the great majority of children who are regular in their class work as to require special treatment and special instruction, much of which is hand work. These classes are maintained not only for the sake of those children who need this special attention but also to relieve teachers of regular classes, and to prevent the neglect of the needs of those pupils who belong in regular classes. During the year this special school was filled to capacity most of the time, and many pupils who should have been transferred to this school had to remain in their respective buildings. Enrolled in this school were a number of pupils classified as "discipline cases." I should like to recommend that such pupils be removed to some other building where their influence would not be as marked as is the case in this particular school.

Our Evening school provides an opportunity to complete a grammar school education, and continue with high school subjects of a special nature, such as the Commercial work, Sciences, Mathematics, Mechanical Drawing, Shop and Craft work. Also to provide an opportunity to foreign born men and women to learn to read, write and speak the English language, and prepare for intelligent and patriotic citizenship.

#### *Testing and Improving Instruction*

Since the most practical uses of tests are the classification of children, the diagnosis of problem cases, guidance in handling children, checking procedures and comparing pupils, classes and schools; it was decided early in the school year to launch an intensive testing program. The decision met with approval by principals and teachers. A program was worked out by which every child above the first grade should have his school accomplishment

checked by the Stanford Achievement Test. Before the close of school last term all tests had been administered and were in the hands of scorers and checkers. Under the guidance of principals, all teachers and office assistants took part in the work of correction.

The Supervisor of Elementary Grades and principals cooperated to the extent that many children were re-graded and re-grouped in their classrooms according to their ability and given additional tests which were in most cases mental tests. In several cases children were placed in special tutoring groups or transferred to our special school.

A summary, accompanied by tables and graphs, was presented to all the teachers at a general teachers' meeting, this showed the norms which had been established for the town and also showed how they had been obtained. Although children in the kindergarten and first grades were not included in this testing program, the teachers in these respective grades have requested that proper tests be administered before promotion. A request has come from these teachers for more materials for hand and muscular development aside from the physical training periods.

The result of this testing program has placed a greater emphasis on child study. Teachers have seen that objective tests make for a fairer justice than their own ratings. The question of age promotion has been raised. Heretofore promotion has been somewhat on a chronological basis which often worked harm. Mental levels and ranges of groups have been clearly established. Questions of classroom techniques and courses of study have presented themselves to the extent that group meetings have been held from time to time for further study and investigation.

#### *The Teaching Staff*

There is no more important problem in the administration of a school system than that of developing and maintaining a good teaching staff. To do this requires continuous study of the staff policies, of the administration of these policies, of the conditions under which teachers work, and of the results of instruction. A good staff is not merely a collection of well-trained and highly purposed individuals; it requires a careful organization of the workers. Teachers are chosen therefore, not for their own qualities alone, but for what those qualities will add to the effectiveness of the organized group.

Bloomfield has a school staff of 258 members. Of which 240 devote full time to teaching children. There are three who devote part time to supervision and teaching. There are four who devote



full time to supervision of instruction, and 11 who serve as executives in the schools in the capacity of principals.

If excellence of school service is desired it must be rewarded. A low salary attracts only mediocre teachers, just as it attracts only mediocre workers in any field. It is quite evident that our salaries are decidedly low. Service will be improved by relieving teachers of the anxiety over financial matters.

#### *Thrift in School Savings*

In 1921 with the assistance of the Bloomfield Savings Institution school savings was started in Bloomfield and has proved one of the most efficient methods of teaching thrift.

A number of recent high school graduates, who began saving while attending the elementary schools, found that their savings made it possible for them to attend college.

#### *Statement for 1929-1930*

School	No.	Total Amount Saved	Amount Saved Per Pupil
High School	1	\$6,509.87	\$7.28
Berkeley	2	1,604.95	2.44
Brookside	3	928.60	1.52
Center	4	259.50	.83
Brookdale	5	1,093.86	2.57
Carteret	6	1,123.60	1.70
Fairview	7	511.51	.84
Watsessing	8	643.79	1.25
Park	9	4,110.83	6.84
Liberty	10	355.00	7.40
Franklin	11	231.63	.57
Total		\$17,373.14	

#### *Music*

During the year a full time music teacher has had charge of this work in the high school, which consisted of classes in Music Appreciation and Harmony; small and large choruses and the high school orchestra, all of which were very popular during the school year.

A more determined effort has been made in the elementary schools to increase interest in our music work, and additional teachers will be engaged for next year. During National Music Week in May, three musical programs were rendered in the high school auditorium. The first by pupils in the 7A and 8th grades in the Park School. The second by pupils from the nine elementary schools, at which time the Woman's Club conducted a contest, the result of which gave Brookside School first place, Fairview School second place and Berkeley School third place.

#### *Special Physical Examination by Medical Inspectors*

Eyes	73
Strabismus	44
Styes	45
Granulated eye lids	128
Ears	56
Deafness	4
Adenoids and tonsils	1,366
Teeth	1,422
Glands	241
Goitre	13
Enlarged curvical glands	101
Heart	51
Heart faint	110
Chest	6
Pleurisy	3
Bronchitis	4
Lung	1
Acne	7
Ring worm	46
Eczema	10
Impetigo	97
Scabius	2
Posture	10
Over-weight	33
Under-weight	203
Rickets	2
Anemia	10
Tongue tie	3

#### *Nutrition Work*

At the beginning of the school year the proportion of under-weight pupils was far in excess of the previous years. In one school the number being 220 and in another 216. The most reasonable explanation of this is the fact that the preceding summer had been very hot and sultry, and undoubtedly had a very depressing effect on the children. The improvement in weights and bodily conditions has been very marked during the school year, only 6% showing no gain. In most of these cases the cause can be attributed to illness of different kinds, insufficient rest, and in a few cases lack of co-operation. In general the co-operation of the parents has been more evident. A larger number of tonsils have been removed, teeth treated, vision corrected, and other necessary work done. All cases of underweight were under supervision, regardless of the percentage of the underweight.

#### *Dental Clinic*

The pupils in nine elementary schools, from the second grade up, received a dental examination. All pupils requiring dental attention were given notices to take home to be signed by the parents stating whether they would send their children to the family dentist or to the school clinic.



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### *Dental Clinic*

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Six elementary schools were completed this year and all necessary dental work done for those who presented themselves at the clinic.

Emergency cases of those not previously examined were treated as the pupils presented themselves.

The following record shows the amount and nature of the work done in the dental clinic this year:

Pupils examined in 9 schools .....	3,220
Number of appointments .....	1,050
Number of patients .....	574
Patients completed to class "C" .....	306
Patients completed from class "A" to "B" .....	65
Emergency cases .....	123
Alloy fillings .....	553
Synthetic porcelain .....	119
Temporary fillings .....	170
Prophylactic treatments .....	253
Extractions .....	854
Novocain used in following cases .....	825
Treatments .....	226

Patients classified as class "A" have mouths that are in such bad condition as to definitely interfere with their mental and physical health.

Patients in class "B" require dental attention.

Patients in class "C" require no dental attention at the present time.

### *Manual Training*

With the introduction of work in metal and electricity in the sixth and seventh grades a marked increase in interest has been shown in the work by the pupils. Boys who have shown little or no interest in one activity have shown exceptional interest and ability in another.

In each school the seventh grade classes have been making easels for use in the primary grades and kindergarten, and also other various things, such as window boxes, bulletin boards, book shelves, house models and other things too numerous to mention.

The equipment of a new shop for the seventh and eighth grades has made it possible to conduct the work in these classes on a general shop plan.

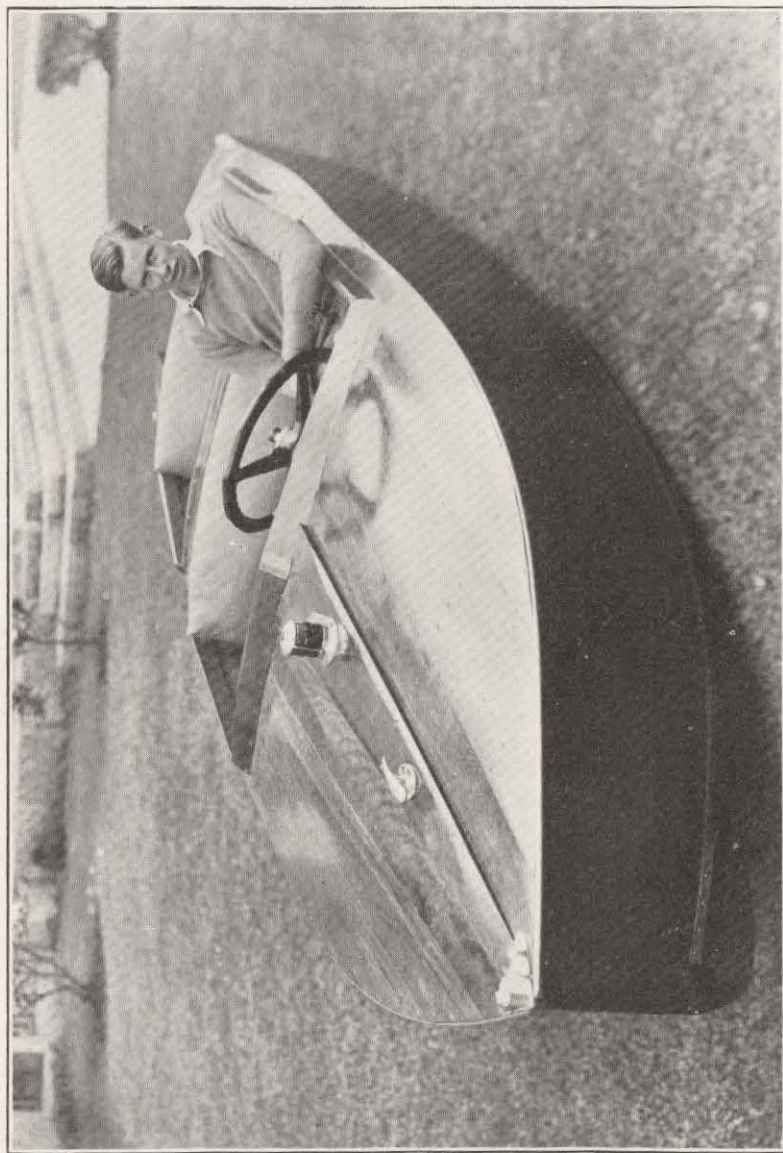
As in the past, the high school drawing and shop classes have been conducted so as to meet as nearly as possible the interests and needs of the individual pupil. Several outstanding pieces of work have been completed this year. A fine fourteen-foot run about speed boat was built. Other creditable pieces of work were the building of a sulphuric acid manufacturing plant, an eight-foot sea sled, two small steam engines and a seaplane.



No. 1—HIGH SCHOOL.

MANUAL TRAINING.





No. 1—HIGH SCHOOL **MANUAL TRAINING**

## HIGH SCHOOL

Although the statute requiring every school board in New Jersey to provide a high school education for all pupils prepared for same was not passed until 1911, our records show that Bloomfield had started its high school forty years before, in January, 1871. There have been 1,469 graduates from our four-year course since that time. Bloomfield was among the first six or seven towns in the state to provide a high school.

That interest in the support of secondary education which so early expressed itself has never waned. The new building erected in 1912-1913, the addition to the west wing in 1925, and finally the completion of the quadrangle last year, are evidences of its continuance. We now have a splendid example of a sensible and efficiently planned high school plant and Bloomfield citizens should feel proud of the manner in which they have met the problem that almost constantly faces every rapidly growing community—that of housing its school children.

A fine school plant does not guarantee a fine school necessarily. Yet it is most clear that both have gone hand in hand in Bloomfield, though there is always room for improvement. The co-operation and loyalty of teachers and pupils, the recognition given our graduates, and the success these young people are making in life, are all evidences that the same consideration has been given to the building of high ideals in the school activities that went into the erection of the building itself.

While a complete picture cannot be given here of the things done to offer opportunity for an enriched life and for the fullest citizenship for each individual, mention of a few may serve the purpose of presenting our philosophy in general. All the subjects necessary for the complete planning of six separate curricula are taught so that every pupil should be able to prepare for his special interests and needs.

Arrangements may be made with the Girls' Vocational School of our County in Newark so that girls may attend our high school in the morning and go there for specialized courses in the afternoon without any expense to them. A similar plan may be adopted when the Boys' Vocational School is completed in Bloomfield. Full credit would be given for this part time work so that pupils could graduate with their classes from our high school.

Every effort is made to tie up the home and the school. Special afternoons are planned for each of the four lower classes. All the teachers are present so that parents may meet with them. The co-operation and mutual advice of parents and teachers is of immeasurable value in planning for the welfare of the pupils.



Opportunity is now given for very specialized training in Music as well as Art. Instrumental lessons on all instruments may be had at a very small cost. Every pupil is urged to elect a course in Music appreciation, for we hold that music has great character training values and should have a far greater place in our school life.

The high school students have saved more than \$6,000 this year. Several graduates have found a real value in having saved for future needs. It is on this basis that school savings are so strongly encouraged.

We now have a full time librarian especially trained for school library work. Our library of about 3,500 volumes has been a reference library, but some volumes of recommended fiction are now being added. Extensive use is made of the unusual opportunities offered the school by our free public library and its co-operative staff.

While interscholastic athletics for boys are held to have their place, we feel we are missing the larger objectives unless we teach the student body as a whole to play the games they should be interested in during their leisure time in after school life. A program and schedule is planned for after school hours, under the direction of the Physical Education instructors. As many as 150 boys have been present on a single afternoon. Similar arrangements are made for the girls after school hours.

Work in the high school shop is organized as to invite the boy to explore his interests and aptitudes, and to stimulate creative thinking. The shop is equipped for metal work, woodwork and electricity; and though there are certain definite requirements and standards in the course of study, it affords the boy an opportunity to experiment with scientific principles, to develop hobbies, and to tie up or integrate with other school subjects. Work in household mechanics such as plumbing repairs, carpentry, radio, electricity, repair and refinishing of furniture is encouraged.

Projects completed this year include a 14-foot runabout speed boat equipped with a 4-cylinder 32 horse power Apwood motor, a plant for manufacturing sulphuric acid by the contact process, a 5-foot sea sled, radio amplifier, skate sail, several small steam engines, airplane models, sail boats, metal solids for use in geometry classes, and various articles of furniture, including attractive pieces in ornamental iron work.

The large boat in the accompanying picture is a 14-foot, five passenger run-about, built of mahogany and equipped with solid nickel silver fittings. It is the work of Hervey Vasser, built in

our shop under the supervision of Mr. Vivian Cady, instructor in this department.

In the Mechanical and Architectural Drawing Classes the outline of work is such as to fill college requirements as well as qualify boys for positions in technical fields, architects' offices, or drafting rooms.

Many other types of activities, including several clubs, the band, glee clubs, field trips, school paper, and dramatics also contribute valuable training necessary for one's development and not usually found in the class room.

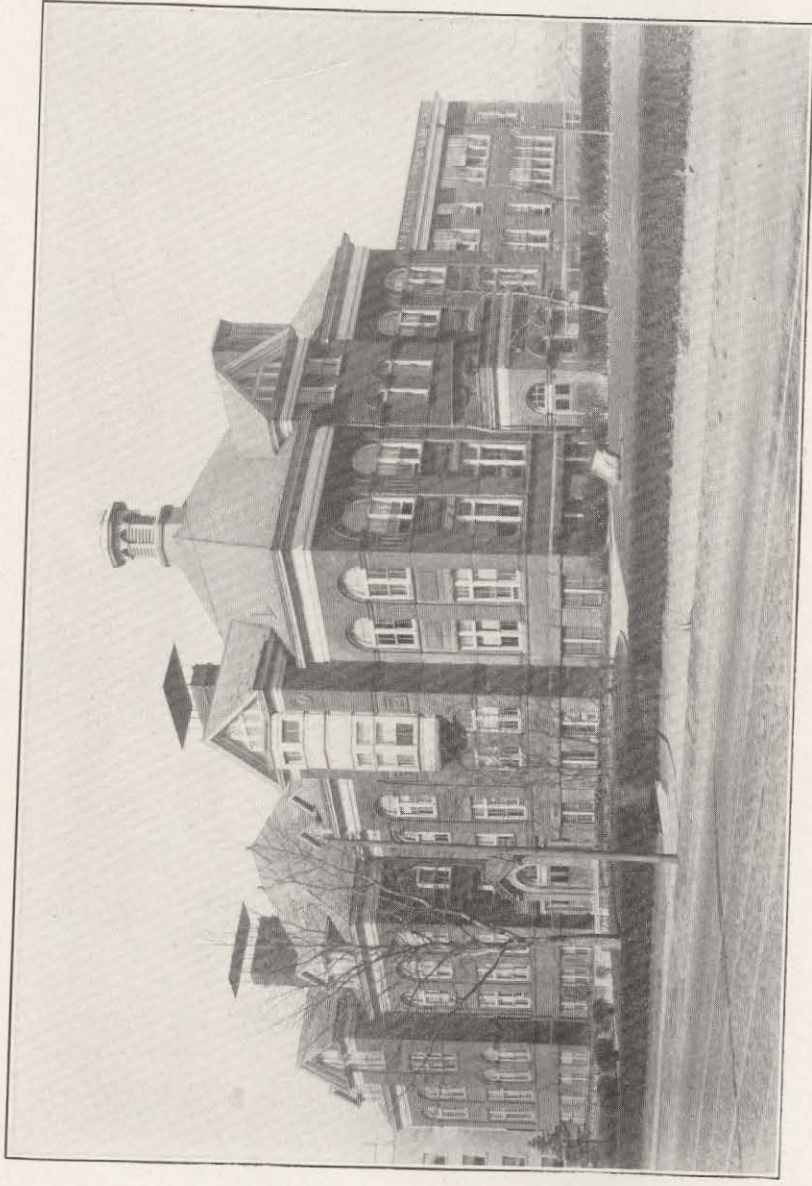
With the presence of eight classes of 7A pupils every available room in the entire high school building is now occupied.

Respectfully submitted,

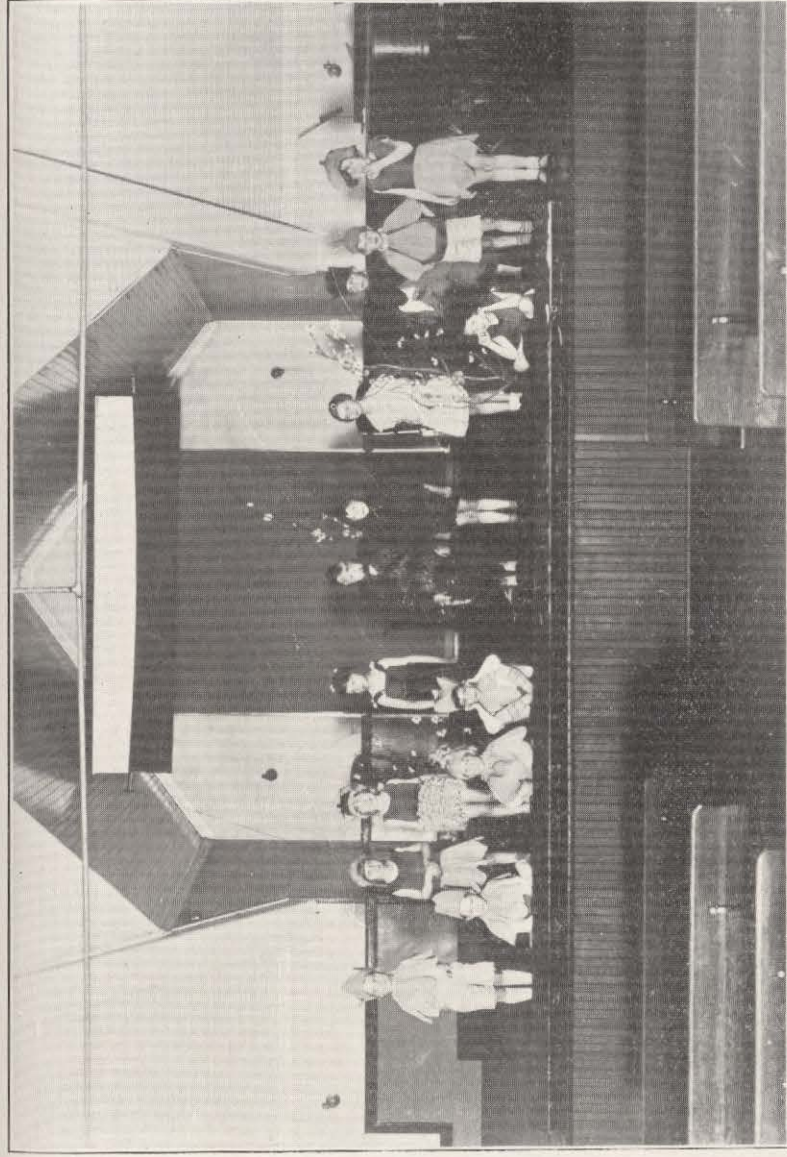
JOSEPH C. POOLE,

*Vice-Principal.*





No. 2—BERKELEY SCHOOL



No. 2—BERKELEY SCHOOL. A PRIMARY ASSEMBLY PROGRAM



## BERKELEY SCHOOL

The Berkeley School plant consists of three units. The original unit of eight classrooms and an auditorium was erected in 1890. The first addition, a unit of eight classrooms and a larger auditorium was added in 1909. The growth of the school population in the district made necessary the enlargement of the plant in 1926. At this time eight classrooms were built. To compensate for the using of playground space a small piece of property to the rear of the school grounds was condemned and added to the property.

Notwithstanding the additions to Berkeley the school population is outgrowing the present facilities. During the coming school year not only will all the classrooms be used but one class will be located in a basement room. The playground space is entirely inadequate. The auditorium now situated on the third floor should be on the first floor.

### *Creative Education*

Despite many misconceptions and false applications of this new emphasis in education a vital principle is involved. Too often adult standards are used as a criteria for judging the results of education. The emphasis is placed on what the child will do with his ideas and materials later, rather than what he does with them now. Too little opportunity is given for creative self-expression.

During the year we have tried to direct work at Berkeley with this principle in mind. The following are examples of successful attempts—The Exhibit on South America by the 6B grade which received a favorable review in the Newark Evening News; the publication of "The Junior Tourist" and "The Voice" by the 7B and 6A-2 grades; the Exhibit and sale by the lower kindergarten; the Circus by the upper kindergarten.

### *Visual Education*

After several years' attempt to use commercial moving picture films we have reached the conclusion that little can be achieved with their use. It should be understood, however, that this conclusion does not refer to the use of films as an educational agency. Great possibilities will not be achieved until the Board of Education builds up a library of selected films.

Much use has been made of slides in visual education at Berkeley School this year. Our school owns over one thousand slides, all of which are of an educational nature. Early in the school year a schedule for the use of the stereopticon was made.

Each class has used this means of visual education on an average of twice a week.

### *Traditional Education*

From some quarters the schools receive criticism that not enough attention is given to the traditional and so-called fundamental subjects in the present day schools. To offset this criticism the results of standard tests in these subjects are given. These tests included the subjects of Reading, Spelling, Literature, Geography, History, Hygiene and Arithmetic. In the tests Berkeley School exceeded the National Standard in 101 cases and was below but 16 times. From this it can be easily seen that the pupils at Berkeley School are being given effective training in these subjects.

### *Acknowledgments*

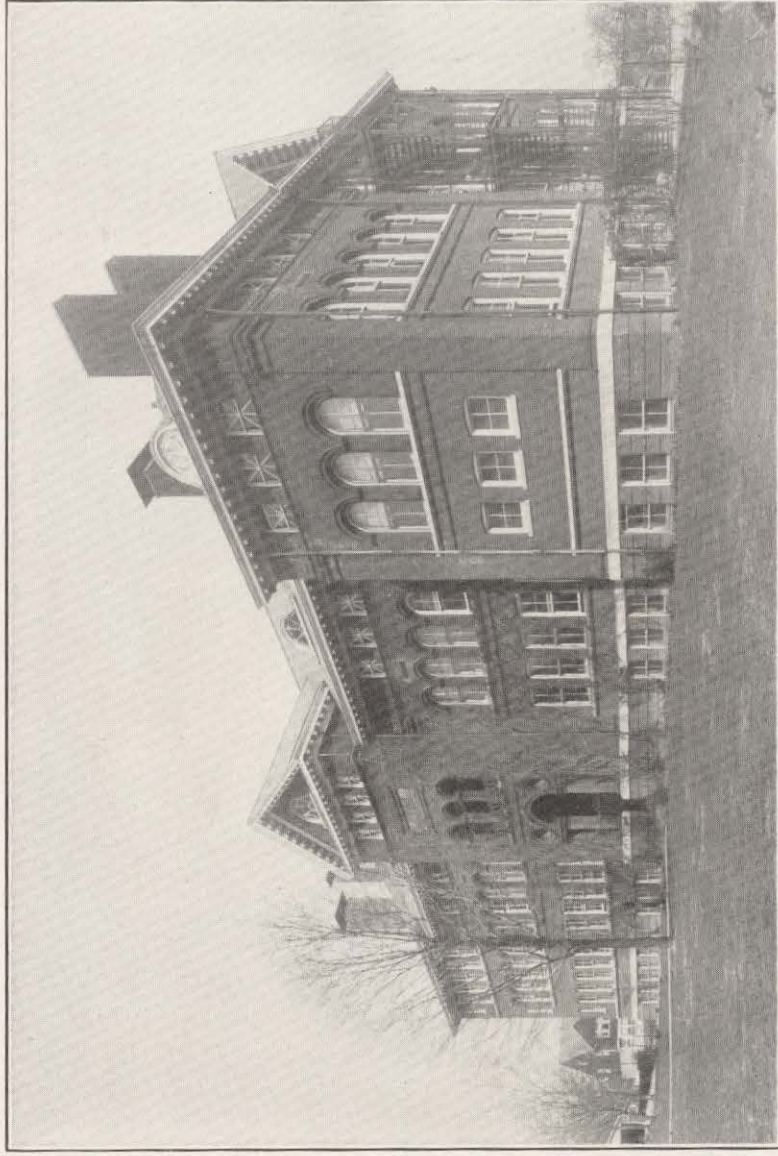
We wish to acknowledge the fine work done by the teachers of our school. Whatever has been accomplished was done because of their tireless efforts and splendid co-operation. To the Superintendent and to the Supervisor of Elementary Grades we are indebted for many helpful suggestions and the sympathetic attitude each has displayed.

Respectfully submitted,

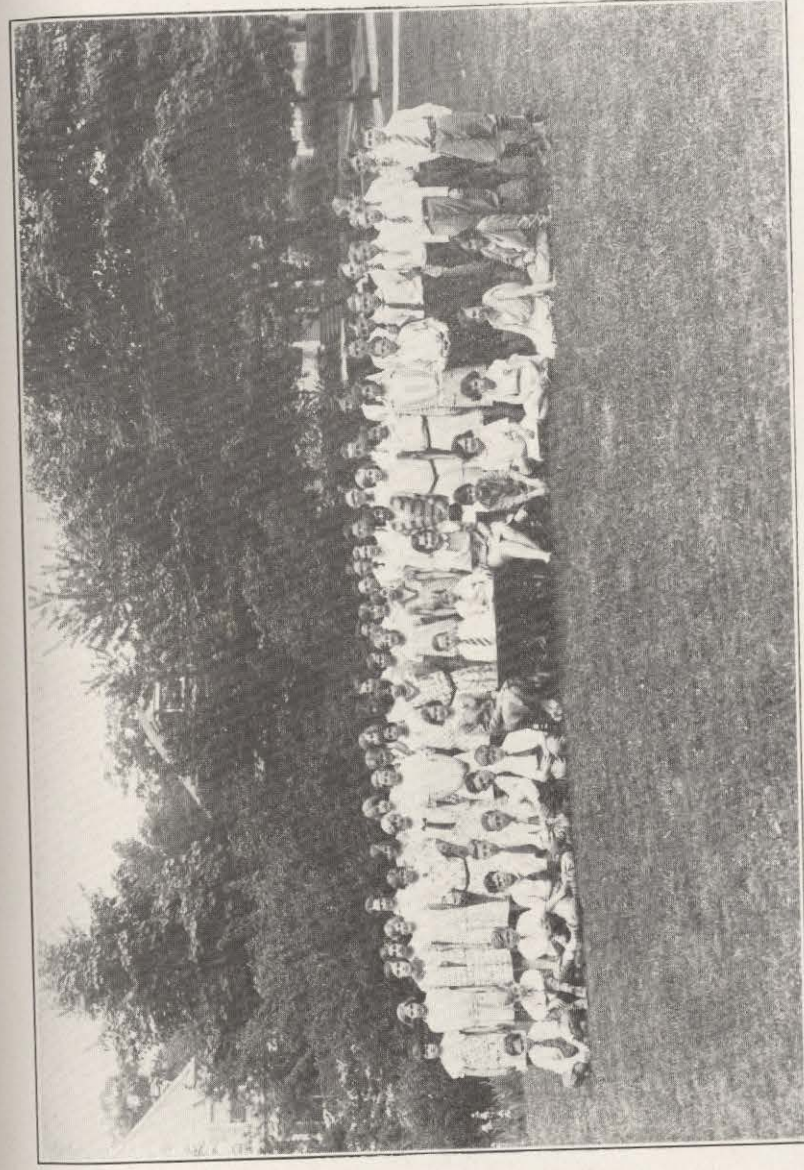
WILLIAM B. HARGROVE,

*Principal.*





No. 3—BROOKSIDE SCHOOL



No. 3—BROOKSIDE SCHOOL. A LITERARY CLUB



## BROOKSIDE SCHOOL

In March, 1898, seven rooms were opened in the then new eight-room building at Brookside School. The district covered the area from, and including, Belleville Avenue north to Brookdale, east of Nutley, west to Glen Ridge, south to the Center School District. The classes included the kindergarten through the eighth grade. The school entered upon a rapid growth until in 1907 an addition of six rooms was placed at the south end of the building, and the territory south from Maple Street to Belleville Avenue was transferred to the Center School section.

At the opening of Park School in 1913, crowded conditions were again relieved by sending all seventh and eighth grade pupils to this school. From 1918 to 1922 we experienced such crowded conditions that a six-room addition was built on the north end of the main building. In December, 1923, we discontinued our ten half-day classes, and were delighted to make use of five of our new rooms for full time classes. Great was our disappointment in the following February (1924), at promotion time, to find that we would again be compelled to place classes on part time.

Although the opening of Franklin School in 1926 has greatly relieved crowded conditions at Brookside, we have from time to time, found it necessary to form half-day classes. Since February of this year we have had four half-day classes.

When our art department was in its infancy, and before a manual training department was one of the features of the Bloomfield Public School system, we at Brookside School gave instruction in basketry, using both raffia and reed. As our system widened its interests, and art, manual training, and domestic science departments were added, we were given an opportunity to instill into the minds and hearts of the children still other interests. We had for many years an interesting History Club. With a change of teachers our Club interest was more strongly developed into a Literary Club. For four years all the members of our seventh grades have been members of this Club, which meets once a week. Several interesting things have grown out of these meetings. Perhaps the most useful has been the publishing of our school paper "The Reflector." This is a monthly publication, and at times has been quite a financial burden to the Literary Club. We thank the many business men of our town who have helped us with their advertisements. The Club has for many years upon leaving this school presented a useful gift. Among these gifts there have been busts of Washington and Lincoln, a large Winged Victory, a bronze Statuette of L'Enseignement, a large handsome framed landscape, a beautiful clock for

the office and a large American flag. Each year this Club takes a Saturday excursion. This year they went to West Point.

While the academic work of a public school is certainly the important aim of the school, our endeavor has always been to make every effort to help pupils make their work as quickly as they could do it thoroughly. From time to time we have had rapidly moving classes to assist those capable of moving more rapidly through their grades. In October of this year all pupils in grades from the second through the seventh took the Stanford Achievement Tests. As a result of these tests we were able to make several mid-term promotions. We certainly welcomed these tests, feeling that they helped greatly to determine where our pupils belonged in the grades.

With the instalation of our Bosch radio we have been able this year to listen with pleasure, interest, and profit to the Damrosch concerts. I feel certain that these concerts have helped all of us to better appreciate good music. Throughout the year we have had weekly chorus practice in both the primary and grammar grades. We were greatly pleased when we were informed that Brookside School had won first place as a school, for our chorus work at the May Musical Festival.

This year our classes, particularly the geography classes, have profited very much by the visual education aids supplied us. In the grammar department we have had a regular scheduled period once each week for this work.

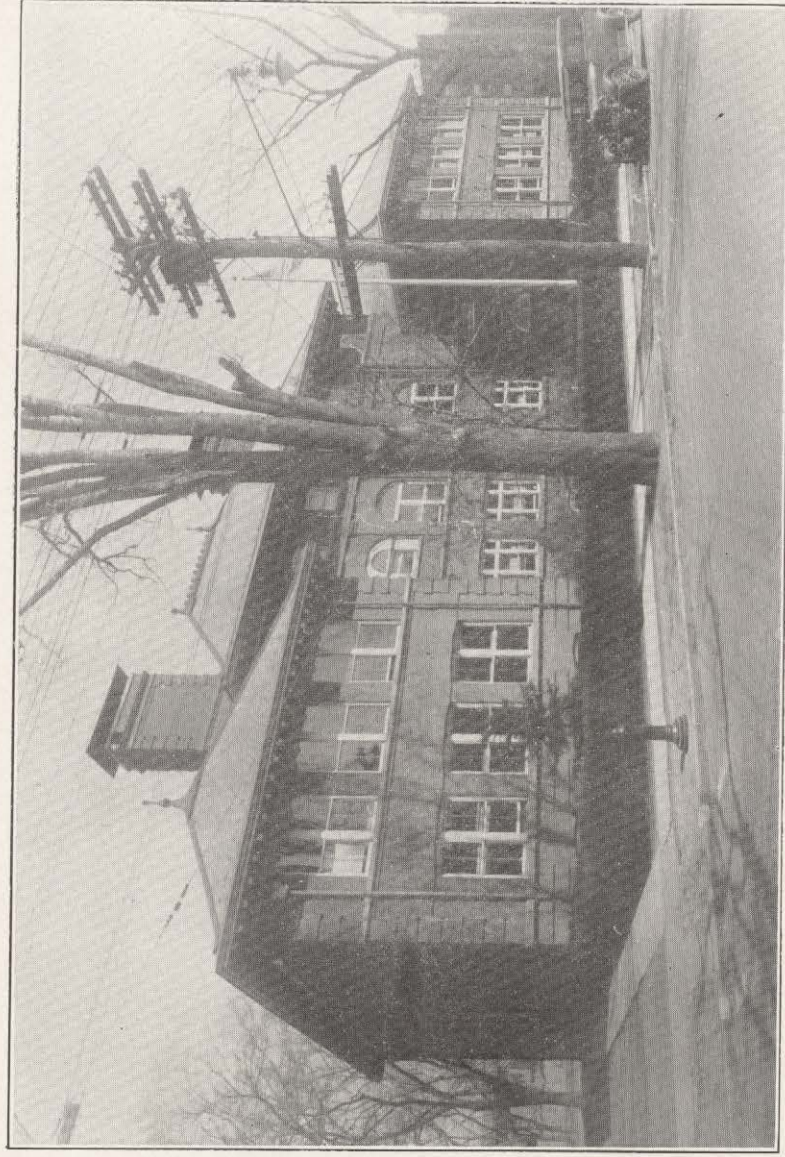
For several years we have used a small American flag as a banner to be carried, by the class, or classes, having a day's perfect attendance. These are carried to the platform during the flag salute in assembly once each week. We hope this gives the flag, in the minds of the child, an honored place.

Respectfully submitted,

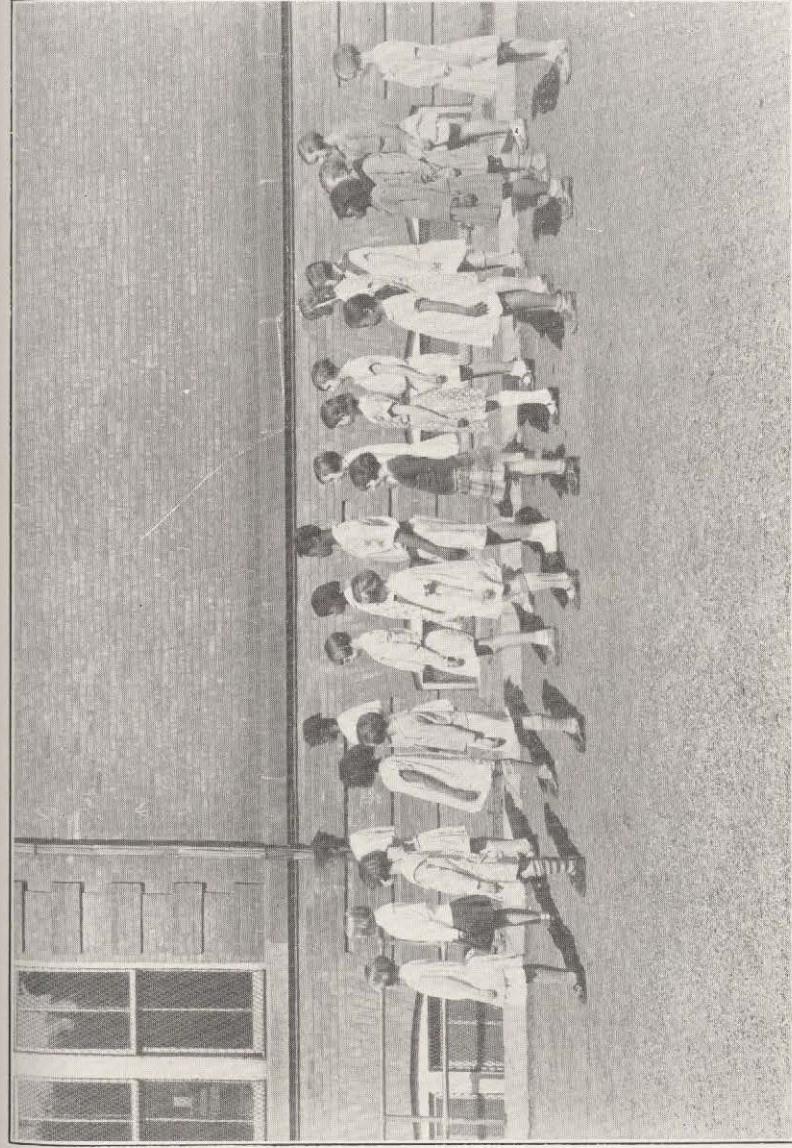
LYDIA ARVILLA MARTIN,

*Principal*





No. 4—CENTER SCHOOL



No. 4—CENTER SCHOOL. POSTURE GROUP



## CENTER SCHOOL

Just what year Center School was originally built I cannot state, but in 1887 it was a compact building of eight rooms, five of these were used as class rooms and two as play rooms. These eight rooms were gradually filled with classes and soon became so crowded that the building was torn down and the school work carried on in the old "Olympic Building" on Bloomfield Avenue, while the present building was in process of construction.

In 1900, Center School, as it now stands was opened with classes from the kindergarten through the eighth grade. This type organization was maintained until 1913 when the seventh and eighth grades were assembled in the Park School.

The first Special Class in Bloomfield was opened in 1904 in the assembly room at Center School. Later a regular class room was used for this type of work but these classes, two in number, were soon returned to the assembly room, due to crowded conditions and remained there until they were transferred to rented rooms on Glenwood Avenue.

Because of its location Center School probably has a more heterogeneous enrollment than any other school in town, and for all these years has stood for hard work and fair play and has endeavored to form sturdy, and intelligent and loyal citizens. Our aim has been to have the children live busy, happy, worthwhile lives day by day; earnestly doing that which we hope will develop their various abilities and also add to the pleasure and comfort of those around them in every day life. To accomplish this we have used: projectors, excursions, visual education, creative education, class instruction, group instruction and individual instruction with emphasis on the essential fundamentals. The achievement tests which were given recently through the school system served a great aid in grouping and re-grouping pupils. Nothing spectacular has been undertaken, but throughout the school there has been the glow of satisfaction which comes from the consciousness of work well done.

The programs of the Home and School Association have been carefully thoughtout and have covered a wide range of topics connected with both the school and the home. Under the auspices

of the Home and School Association the teachers and pupils of Center School enjoyed a picnic in Watsessing Park during the afternoon of May 27, at which time the usual games and sports were participated in by all. We trust this may become an annual event in our school.

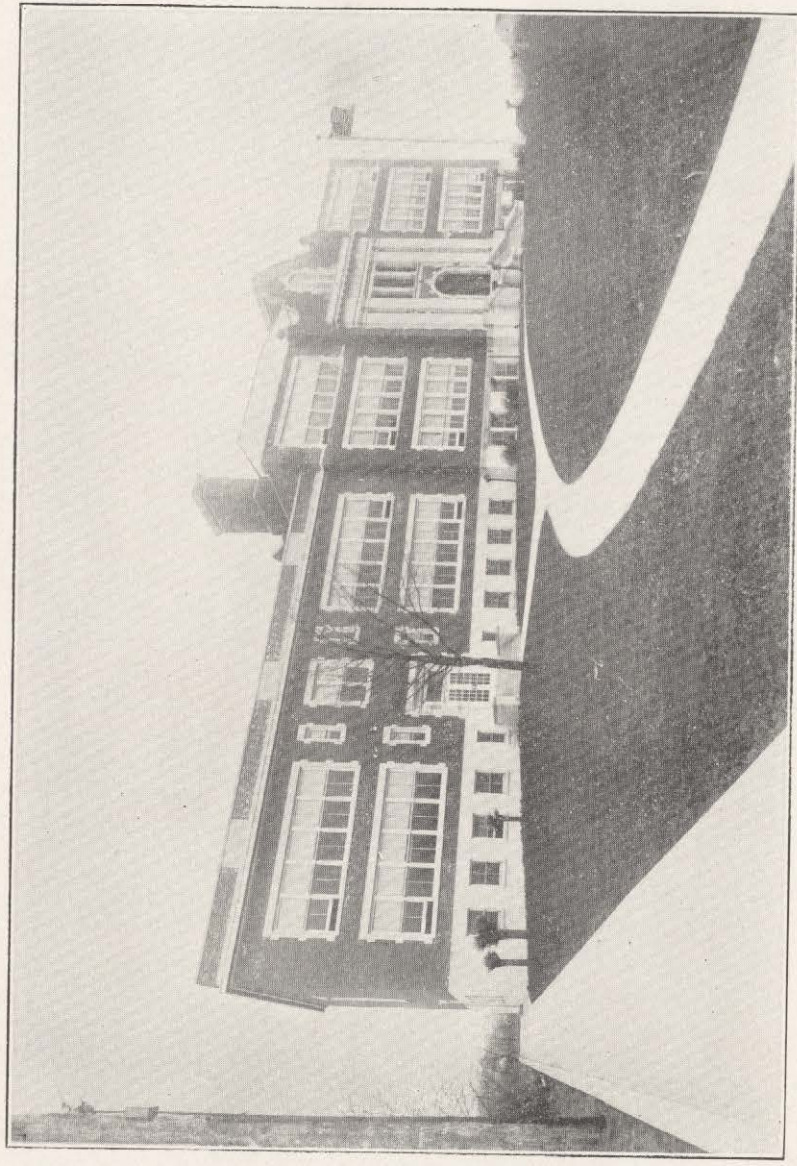
I wish to express my deep appreciation for the Splendid co-operation received from the Superintendent of Schools, Supervisors and the Board of Education.

Respectfully submitted,

ELIZABETH OTIS,

*Principal.*





No. 5—BROOKDALE SCHOOL



No. 5—BROOKDALE SCHOOL. CAST FOR SCHOOL PLAY



## BROOKDALE SCHOOL

The original Brookdale public school was held in what is now the Brookdale Firehouse on Upper Broad Street. In 1909 this two-room building did not provide adequate facilities for this section, so a new building was constructed on the four acre plot purchased from Mr. Tunis Garrabrant. The first principal was Mr. Fred S. Bush, now principal at the Fairview School. During the World War the school, under the leadership of Messrs. Zimmerman, Buffington and Wolverton did its bit in carrying on school garden projects. At one time the vacant lot was planted to potatoes and at another time to corn, teachers and pupils doing most of the work in planting and harvesting the crops.

The school in 1910 consisted of an eight-room building with provision for an auditorium on the third floor. Only four rooms on the first floor were finished at this time, and it is said that a prominent resident of Brookdale prophesied that this building would be sufficient for fifty years; however in 1927 crowded conditions demanded the finishing of four rooms on the third floor out of the space intended for an auditorium. One year later a new wing was constructed which added six more class rooms and a fine auditorium on the first floor, this provides ample space for the present, but the growth of the school keeps pace with the rapid development of the community and the time may soon come when additional room may be required in this school.

In addition to the eighteen class rooms the present building provides a shop and two play rooms in the basement, a visual education room, a sewing room, a teachers' room and a medical inspection room, all on the second floor, and a school library room on the third floor.

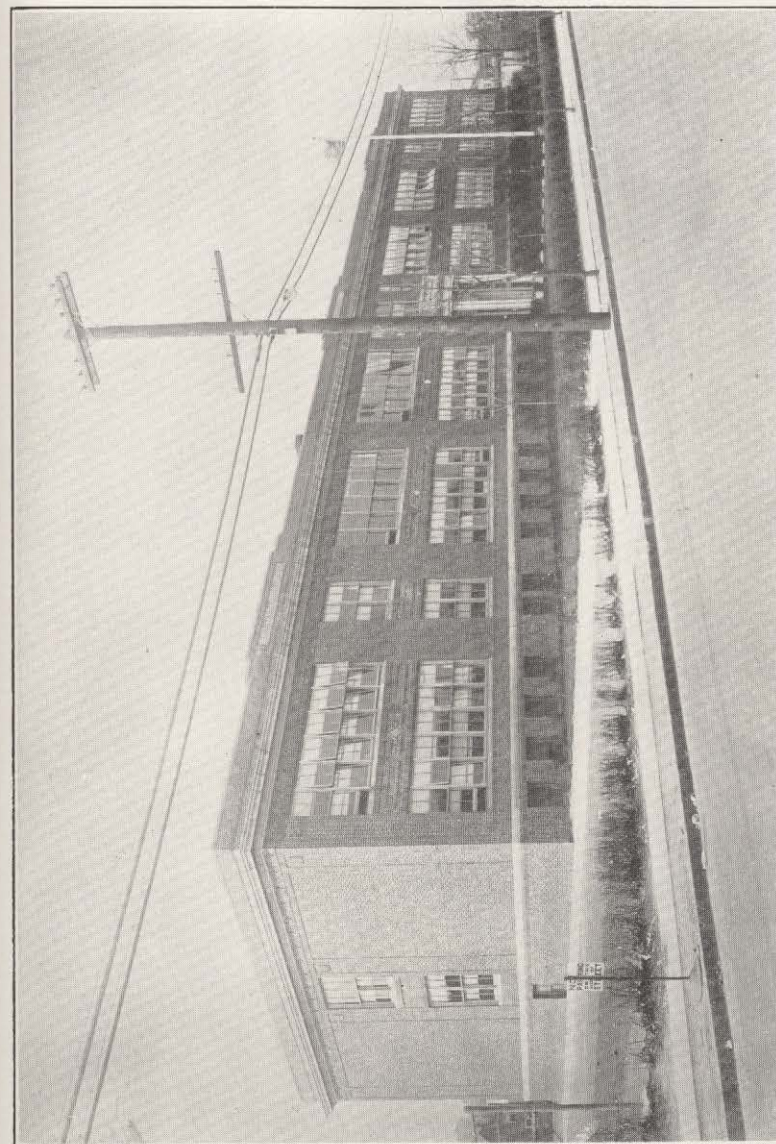
The playground has been equipped with the necessary apparatus for healthful exercises and is being used by the Recreation Commission for an after school playground.

In connection with the school there has been formed a Home and School Association, the aims of which are to bring about a closer relationship between the home and the school, and a better understanding of the problems confronting the teacher and the parent in the education of the children of our community.

Respectfully submitted,

CECIL GANNON,

*Principal.*



No. 6—CARTERET SCHOOL





No. 6—CARTERET SCHOOL. CLASSROOM ARRANGED FOR "OPEN HOUSE"

## CARTERET SCHOOL

Just a quarter century has passed! From the temporary building of 1905, an adjunct of Berkeley School, we have grown to be the largest school in town and the end is not yet in sight. The present building was begun in 1915; the second unit and the auditorium was added in 1924; the third unit was put into service in 1927.

The picture accompanying is a typical room at Carteret as arranged for "Open House" on April 11, 1930. On this evening over three hundred parents and friends assembled to inspect the product of the school. No attempt was made for "Barnumesque Appeal" but papers good and bad were there. Each teacher was present to explain and advise parents of the habits and attitudes of the children and the informality made the personal contact more productive than would be the case during class visits.

Through the generosity of the Carteret Home and School Association, Recreation Classes for both boys and girls have been held at our school for the past two years under competent leadership. The lessons have been in sewing and basketry for the girls and manual training for the boys. The product of these classes formed a very notable part of the exhibit and in addition the classes have provided after-school occupation and so kept boys and girls from the streets.

Because of the interest displayed we are considering making the School Exhibition an annual feature and trust that next year an even larger number will be present to enjoy a still better display.

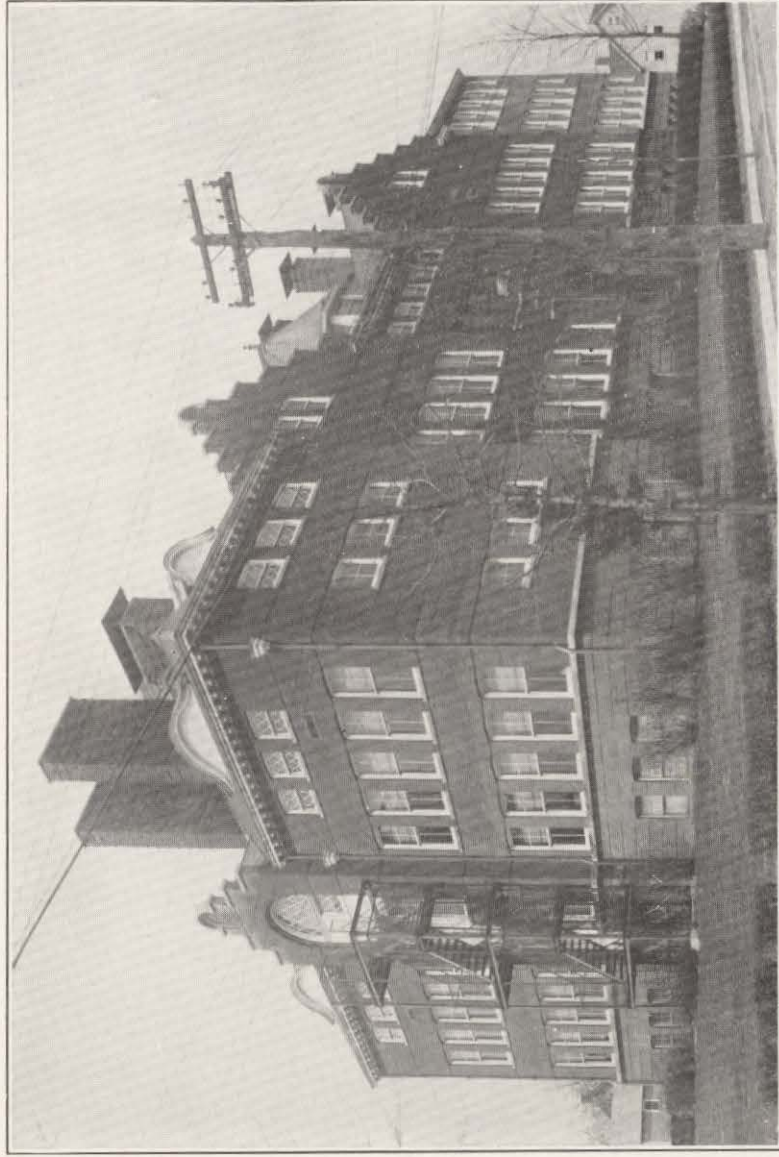
Due to the increased enrollment at the beginning of this term we were obliged to organize several part time classes and it is feared that these may have to continue until relief comes to this section, either by way of an addition or a new building. Our playground has recently been improved by a system of underground drainage.

Respectfully submitted,

MERRILL A. BIGELOW,

*Principal.*





No. 7—FAIRVIEW SCHOOL



No. 7—FAIRVIEW SCHOOL. MAY POLE



## FAIRVIEW SCHOOL

Few realize the importance of a school house in any district, relative to the growth of the community. This part of the town was known as the Montgomery section before Fairview School was built. There was no means of transportation at that time and therefore little activity. Property was not in demand, buyers were few and houses could not even be rented. The people reasoned that a school was most necessary, as the children were obliged to attend Center School on Liberty Street. The distance to this school was too great, especially for the kindergarten children. A petition was circulated asking the Board of Education to build a school in this section. At first it was refused on the ground that there were not enough children in the neighborhood. It took many years for sentiment to grow sufficiently favorable toward building a school, but finally their urgent requests were granted by the Board of Education. The next step was to find a suitable location and the present site, which was a part of the Williamson farm was selected. The Board was urged to buy the whole field to be used for a playground at a price not exceeding \$11,000, but they did not see their way clear to do so and only bought a small portion.

The Board of Education was confronted with the building of three school houses, and they decided to build one every two years and Fairview was the last one on the list. This did not satisfy the demands of the people in this section and after several protests the Board decided to build all three schools at once.

While the school was in process of construction in 1899 the late Charles L. Seibert called a meeting of several interested citizens to select a name for the school. They met in front of the present building and several names were suggested, but none seemed to suit until Mr. Seibert made a remark that from the school site one had a *fair-view* of the surrounding neighborhood, whereupon it was decided to call it Fairview.

From the time the school was built the neighborhood began to grow. New people settled here until soon there was scarcely a vacant building lot or an empty house in this part of the town. In a few years the school was overcrowded and it was necessary to build a six-room addition. A fire company, a church and good roads put the finishing touches on this section, which today is a very live one and still growing.

In 1923 a six-room addition was placed on the north end of the original building, making twenty class rooms, besides an assembly room on the third floor, and a shop and sewing room in the basement.

This year a new heating system was installed. Several rooms have lately been equipped with modern furniture. A radio and a moving picture projector were donated by the Home and School Association. Several new pictures have been added to our collection. Through the assistance of the Home and School Association the Board of Education bought adjoining property thereby enlarging the playground. Much credit is due Mr. William V. Bunting, Chairman of the House and Grounds Committee of the Association for his untiring efforts in having our playground enlarged and properly graded. Swings, slides and bars are now a part of the playground equipment. A backstop for baseball has been put in place and an outside basketball court has been added.

The Home and School Association has been very active since it was organized. The first president was Mrs. J. G. Berger, who was succeeded by Mrs. C. R. Beers, followed by Mr. H. J. Milbank, Mrs. Marvin Myers and Mrs. R. H. Tietz in order named. Mrs. Edward W. Gore was elected in May for the year 1930-1931. The fourth annual picnic, which was inaugurated by Mrs. C. R. Beers during her term of office was held June 17th. The children look forward to this event every year. Each pupil takes part in the races and games. Prizes which have been donated each year by Mr. Bunting are given to the winners, one for the boys and one for the girls.

Our orchestra which has been under the direction of Miss Agnes Erskine for the past two years has the largest membership we have any record of and all have been very faithful in attending rehearsals.

During the second semester the pupils from all grades from 4B through 7B have taken charge of the assembly programs, and splendid work has been done by these pupils.

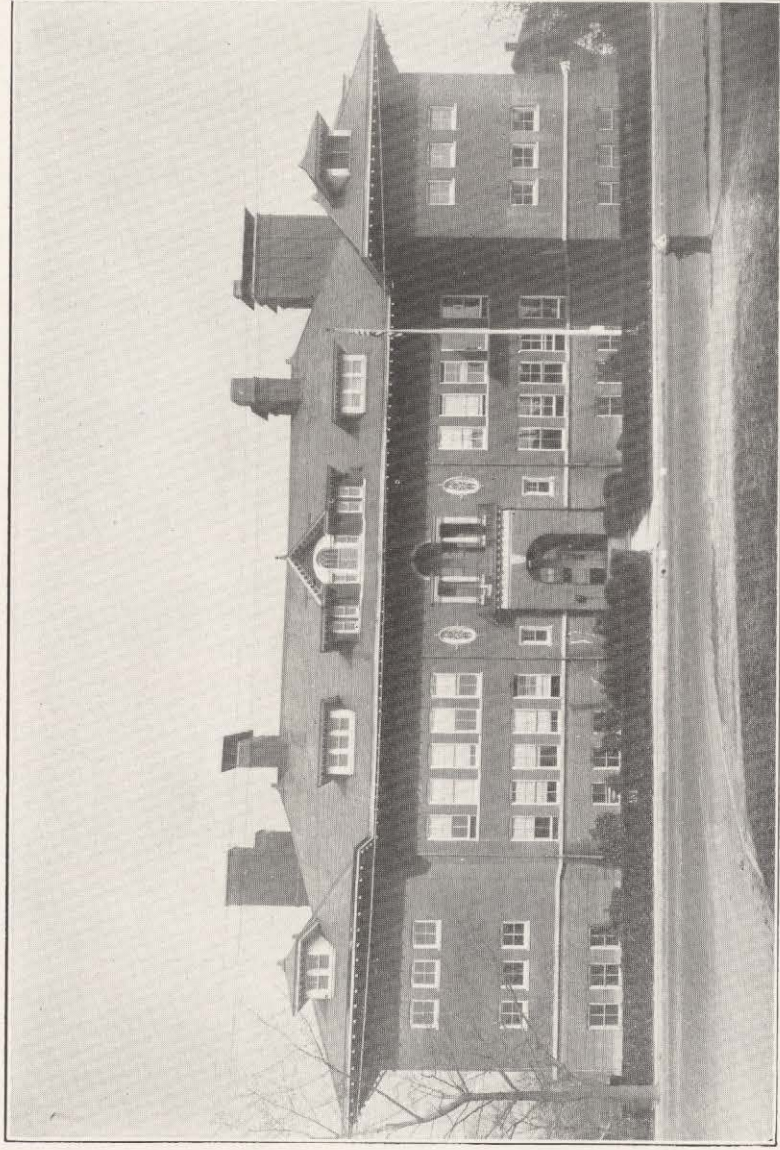
The attendance this year has been very good except during February, March and April when we had an epidemic of measles and chicken pox, in spite of this the percentage of promotions were very high.

Respectfully submitted,

FRED S. BUSH,

*Principal.*





No. 8—WATSESSING SCHOOL



A LITERATURE CLASS VISITING THE ESTATE OF ALBERT PAYSON TERHUNE



## WATSESSING SCHOOL

Beautiful for situation, fair to look upon, located in a valley bounded by yonder sturdy mountains and the Watseasing Park; this is the school of our picture—Watsessing No. 8.

Erected in 1899, history tells us now how the school consisted of a kindergarten and grades one to five inclusive. A complete grammar school preparing for high school was established in 1903. From this time on the growth of the school was so rapid that in 1906 the building was found to be entirely inadequate and an appropriation was secured and plans matured for a six-room addition.

Medical Inspection was introduced in 1909. All eight grade pupils were transferred to Park School in 1913. In 1915 the school entered upon another period of its development in the semi-annual promotions.

With a growing town, the new addition brought only temporary relief. During the year 1922 a second addition of six rooms was completed.

Fair as the building was to look upon, fairer by far to the children was the playground by its side. Time and pleasures change; but the traditional good-fellowship of this edge of the world is deeply engraved on each child's memory. Here character has been developed, as well as proper attitudes toward many of life's problems.

Ever mindful of the happiness of the boys and girls of Bloomfield, the Board of Educational bought additional land in 1926, by so doing enlarged the playground. Amidst these surroundings of health and happiness, stands a rare haven of work and pleasure, while within the house a happy family of six hundred seventy-five congenial children whose tastes and desires find full satisfaction in so great a wonderland. Such you will find Watseasing School of 1930. Whose chief aim and objective is—Training for Citizenship.

We aim to accomplish this training by means of a Service Club; by Assemblies, by teaching thrift, by good sportsmanship, by talks on good health, by means of nature walks and by creating

a taste for good books. Thus preparing pupils "to learn by doing."

Subject matter vital to the present day life is the medium with which the child works. This method of learning carries with it the element of intense interest. Visits have been made by pupils to Borden's Plant, Sheffield Farms, Fox Farm, Florist Shop, Library, Art Museum and Albert Payson Terhune's Estate. Each visit has brought to the pupils the realization that their school work has a direct bearing upon the actualities of life. As shown by the 6A composition given herewith:—

### *An Interesting Trip to Albert Payson Terhune's Estate.*

"It was a worthwhile day of May, 1930, well begun. I'll say it was worthwhile. A day worth living to see. This day will bring back pleasant memories of Albert Payson Terhune. For that is where we went to his lovely, large old-fashioned estate with its stately spreading trees.

"As we turned and drove into the beautiful grounds under the old rustic arch, covered with growing vines, the first sound that met our ears was the violent barking of dogs. Then for the time we noticed the likeable old-fashioned house where Mr. Terhune and his wife reside. It was located in a delightful spot and surrounded by many well shaped slender trees, through which we could see the blue sky. The largest of these we learned was a gigantic oak, one hundred years old. The front porch was the whole length of the house, and on it were many comfortable chairs with vivid cushions in them. On this pleasant porch one can sit and look at the river which forms the background of Mr. Terhune's estate. When we jumped out of the cars, all anxious to see the dogs, a shaggy sandy-colored, serene looking dog came up to us, wagging his tail in a joyful disposition. We learned from Mr. Terhune that this dog's name was 'Sandstorm' who was the house pet and son of the gallant 'Gray Dawn.' We all petted 'Sandstorm' and took many snapshots of him. His one unusual feature was a pair of lovely blue eyes. He grew to like us more and more and soon began to roll on the grass to express his joy.

"Before Mr. Terhune came out to see us we had studied each dog thoroughly. All the collies had long shaggy hair and Oh! what beautiful narrow noses. Some of the beautiful collies were



'Sunnybank Jean' who is thirteen and the oldest of all, and 'Fair Ellen' who is blind and remained in her kennel. The smallest dog is 'Chips,' who is frisky. All told, Sunnybank is serenaded by the barks of fifteen dogs.

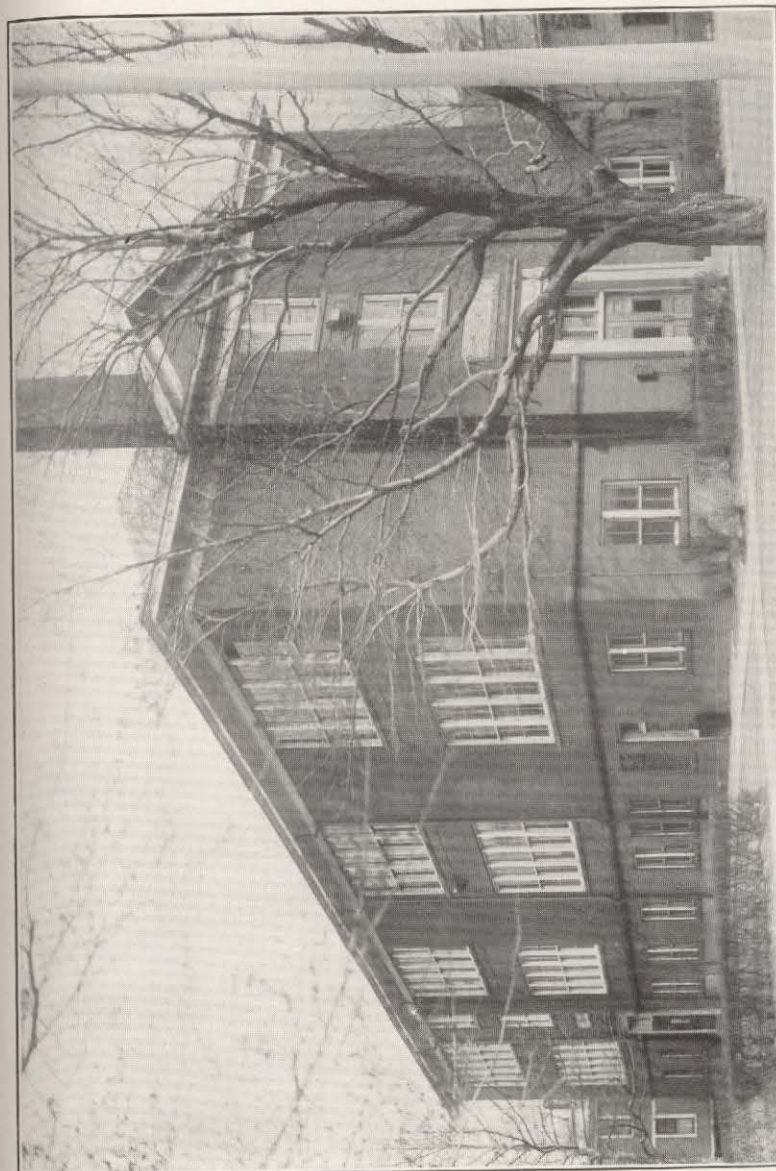
"Then we saw the graves of Lad and Bruce. Lad's was near a magnificent flower bed, Bruce's was on a hill, probably where he used to play.

"When the robust form of Albert Payson Terhune appeared, we were petrified. We had not thought of such a large muscular man. He was quite surprised to see nine photographers in a row ready to snap him. We took several snapshots of Mr. Terhune and listened with interest to the many stories he told about his dogs. We strolled about the estate for a while and then to our unending delight, Mrs. Terhune came out to meet us. She and Mr. Terhune agreed to have their pictures taken together. After that we bade them good-bye and started homeward. As we drove away he indeed looked to us like the Master of all dogs."

Respectfully submitted,

ANNA S. AGNEW,

*Principal.*



No. 9—PARK SCHOOL





No. 9—PARK SCHOOL. COOKING CLASS

## PARK SCHOOL

The Junior High School movement was gaining considerable momentum about the time of the completion of the new high school. It was felt at that time that some adaptation of the idea might be worked out and applied to our system with advantage. The start was made by assembling all of the eighth grades in one building and transferring a few high school subjects to the curriculum of this school. These subjects have been changed as the exigencies of the case warranted and at present Park School offers a beginning course in Latin, Algebra and Bookkeeping, so that the heavier work of the high school may be more readily undertaken by pupils graduating from the eighth grade.

As the demand for more room in the elementary schools presented itself some of the seventh grades were transferred to Park School and made a part of the school's organization. At present, however, due to lack of space these grades are now located in the high school building. This arrangement cannot long exist since the entering classes to the high school are rapidly growing in size. It is hoped that the establishing of a Junior High School, which is contemplated within the next few years, will again bring all these pupils together.

The first graduating class of Park School in 1914 was indeed a large one, numbering 172 for the year, of which number about 83% entered the high school. For some years thereafter the graduating classes were not so large but higher percentages of pupils began entering high school. For the last several years over 90% have usually signified their intention of furthering their studies in high school. The June graduating class, numbering 216 members, boasts of being the largest ever to be graduated from Park School. About 92% of these boys and girls expect to report to high school in September.

In addition to the regular academic work of the school some time is found to be devoted to athletic activities, such as football, basketball and baseball. The contests in football consists of boys of about the same ages and weights. The basketball practice was conducted in the boys' gymnasium in the high school on Saturdays during the year. Class teams were organized for baseball and an inter-class tournament found the 8A 2-5 the winners.



The state wide results of the eighth grade examinations given in January and reported by the State Commissioner of Education to us enables one to compare the academic work of our pupils. A median chart follows:

*Median Chart State Eighth Grade Examination  
8A-Pupils January Graduates.*

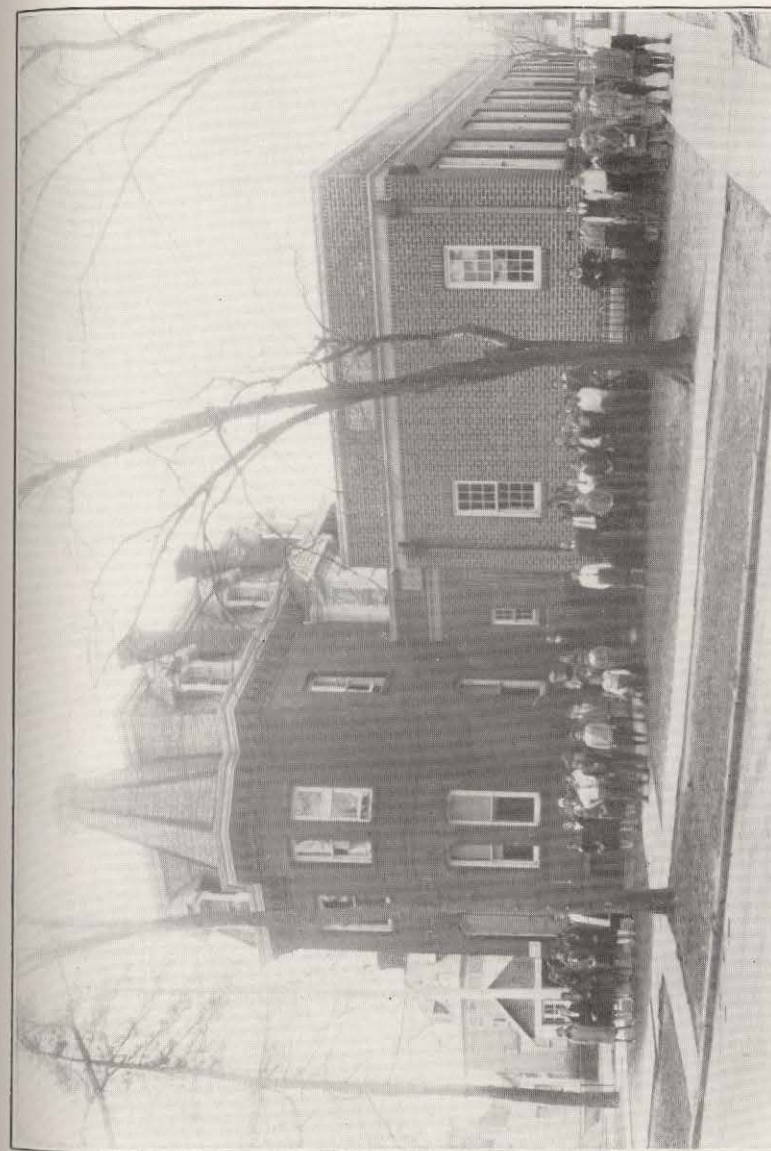
	Arith.	English	Geography	History	Health	Spelling
Bloomfield .....	40.11	41.37	36.00	34.40	38.00	43.00
City Median .....	36.05	38.66	34.93	34.86	37.80	41.28
State Median .....	36.11	39.03	34.97	35.29	37.93	40.92

The work in our school has been carried on in a careful and painstaking manner. The teachers have worked faithfully and the response of the pupils has been quite satisfactory.

*Respectfully submitted,*

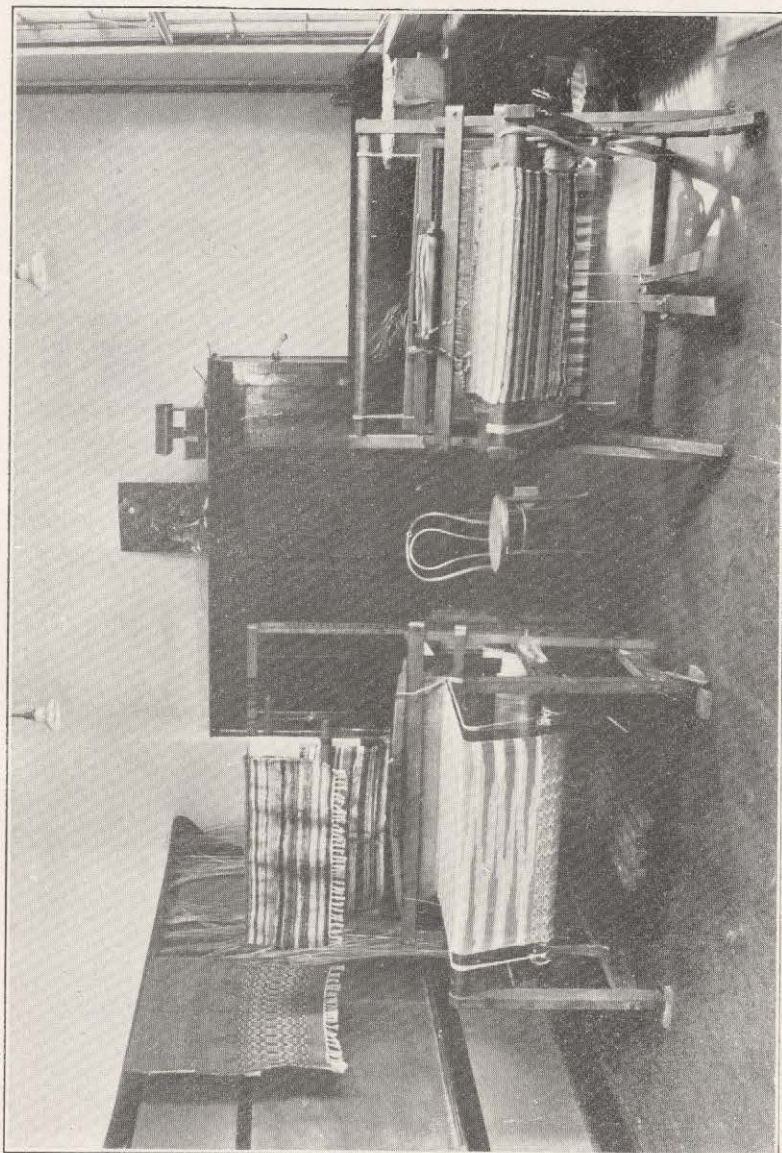
JOSEPH C. WILSON,

*Principal.*



No. 10—LIBERTY SCHOOL





No. 10—LIBERTY SCHOOL. INDUSTRIAL WORK

## LIBERTY SCHOOL

For many years classes for special pupils, mostly in the retarded class, were conducted in one or more of the elementary schools, usually in inadequate quarters and in improvised rented rooms.

During the school year 1924-1925 the present Liberty School was built, and classes were established in April 1925. It provides many facilities which the former housing arrangements lacked. It has clean and well ventilated class rooms, an assembly room, domestic science equipment, a wood working shop and an opportunity to make the industrial activities educational.

The concentration of the special classes in one building made it possible to organize the children in more homogeneous groups and provide a greater variety of work to fit the needs of each individual pupil.

The teachers have been untiring in their efforts to make this a real opportunity school and have succeeded far beyond their expectations as the outstanding results in the lives of a great many of their pupils will show. The teaching personnel has not changed in five years, which has made it possible to do real effective work from year to year.

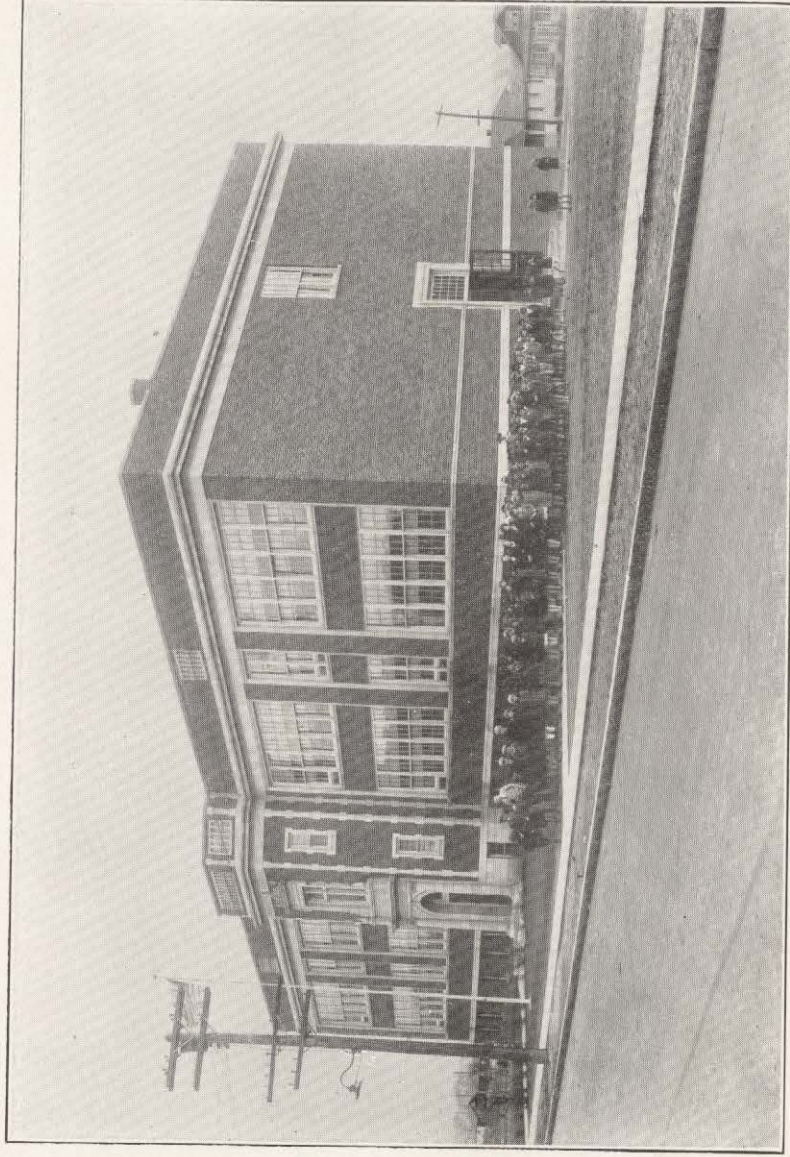
The school has maintained its maximum enrollment of nearly 100 pupils for the past year. As pupils in this school reach the age of sixteen, when no longer required under the law to attend school, they frequently leave and the school is making an effort to assist such in finding employment for which they are best fitted.

Respectfully submitted,

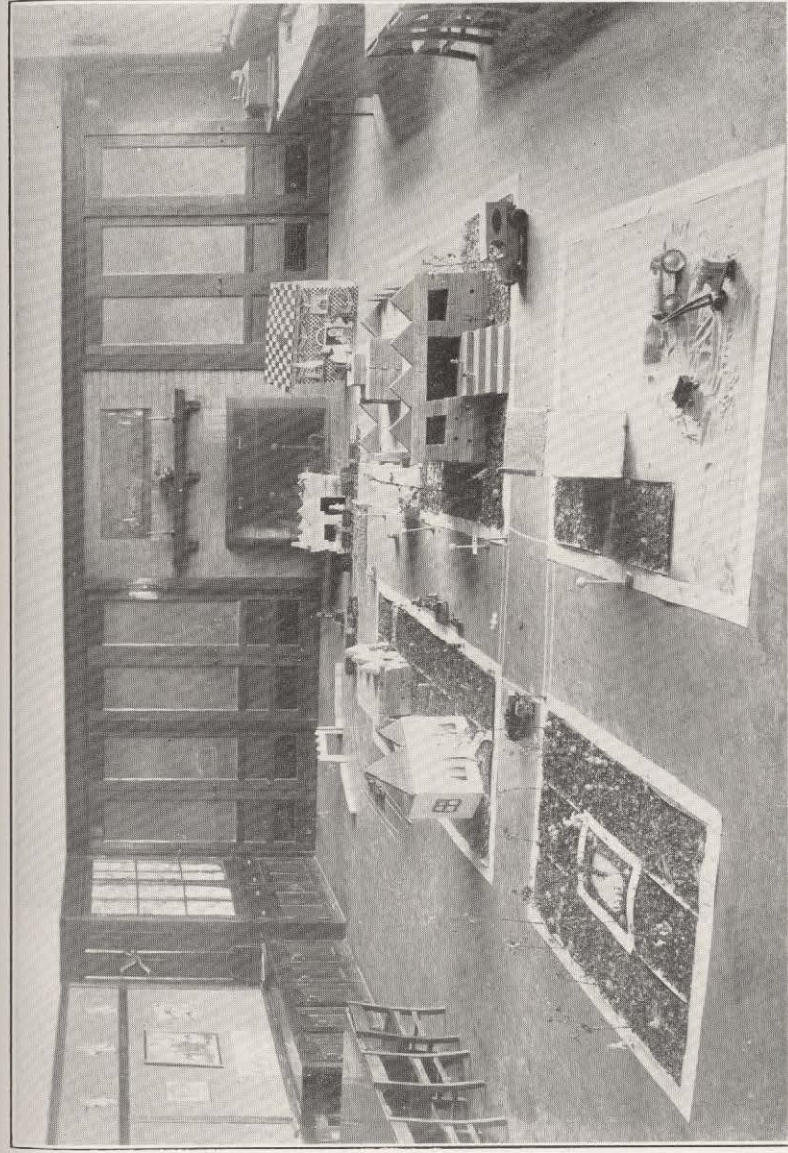
STEPHEN M. CHAMBERLAIN,

*Principal.*





No. 11—FRANKLIN SCHOOL



No. 11—FRANKLIN SCHOOL. KINDERGARTEN ACTIVITIES



## FRANKLIN SCHOOL

Four years ago Franklin School opened its door to the boys and girls who live in the hill section of the town. They responded to the number of three hundred eighty-five on the opening day, which was just about double the number predicted.

During the past four years we have grown to a school population of approximately five hundred pupils and although it is but a twelve-room building we are now conducting fifteen classes daily, with the kindergarten on part time since opening the school. The overflow classes have been taken care of by dividing the Manual Training room in the basement and placing two classes therein, and by using a section of the auditorium for another class.

Strictly speaking this is only a Primary School, being the only one of its kind in town, as we only take pupils from the kindergarten through the fourth grade.

The policy of Franklin School has always been, and still is, to conduct a school with as near a homelike atmosphere as possible and still cover thoroughly the work of each grade as prescribed in our course of study. We have nothing spectacular to report, the picture accompanying this report is a little project done in the kindergarten and might be termed a "Community Center."

As each school year draws to a close we may well sit and ponder just how well we have performed the year's work and how much we have done to enrich the child's life in matters outside the regular curriculum.

We wish to extend to the citizens of Bloomfield and to their friends a most cordial invitation to visit our school and join with us in making Franklin School a happy place to work and live.

Respectfully submitted,

AMOS G. PENNELL,

*Principal.*

## LIST OF GRADUATES

HIGH SCHOOL, No. 1—FEBRUARY, 1930.

Robert L. Andrus	Bernard Spitz
N. Brice Banks	Raymond Williams
Edward W. Bristol	Mary Frances Casale
Joseph William Cantilie, Jr.	Florence B. Daly
John Harold Daniel	Marjorie Dickson
G. Edwin Darling	Laura Fenstermacher
Frederick W. Dresch	Elsie Mary Freidhof
James A. Forrest, Jr.	Ellen H. Haines
A. Berlin Fredericks	Ellen Nancy Hart
Charles P. Grant	Josephine Jaeger
John Maxfield Hague	Catherine E. Mulvey
Charles L. Hughes	Lena Rose Mustachio
William George Krenrich	Lydia Newman
Charles I. Lender	Florence Eleanor Price
Harold Mendles	Helen A. Roberts
William K. Miller	Nettie Rubinstein
Morton A. Olman	Emma Louises Shaul
William Harvey Pierson, Jr.	Helen E. Stringer
Andrew James Peters	Verna Stritter
Raymond B. Price	Margaret J. Webber
Jacob Dickerson Snyder	Virginia Wilson
John Bradley Stansfield	Dorothy Woodward
	Owen A. Pathe

### HONOR STUDENTS

Ellen Nancy Hart	Helen A. Roberts
John Maxfield Hague	Helen E. Stringer
Elsie Mary Friedhof	William Harvey Pierson, Jr.
N. Brice Banks	John Harold Daniel
Verna Stritter	Marjorie Dickson
Nettie Rubinstein	Ellen H. Haines

HIGH SCHOOL, No. 1—JUNE, 1930

David W. Allen	Leo Aranoff
Philip Arnold Appleyard	Philip H. Arbuckle
Robert M. Beers	Thomas H. Sullivan
Keith E. Benson	Charles Symon
Frank X. Brennan	Bax H. Tasgal
Joseph R. Brink	Nathan Turen
Edward S. Campbell	Max von der Linden
Albert V. H. Canfield	Daniel LaVerne Walker
Alfred Canfield	Raymond R. Ward
Donald Andrew Cook	Stanley Zbikowski
Arthur Coons	B. Sherman Zeliff
George A. Cosgrove	Muriel Faber Ackerman
Robert Joshua Cunliffe	Florence Margaret Acocella
James DeMai	Alma Elisabeth Allis
Dominic J. diNito	Hazel Audsley
Philip James Dodge	Alice Elizabeth Ball
Sidney S. Donenfeld	Dorothea Catherine Beckenthal
John Lawrence Durr	Adaline Y. Boardman
Arthur W. Eriksen	Ruth V. Briggs
Max R. Faelten, Jr.	F. Eileen Brueche
Herman P. Felber	Dorothy L. Bunting



Sylvester Patrick Finnerty  
Howard C. Gerhardt  
Roy Gibson  
Allan R. Gribben, Jr.  
Albert E. Hart, Jr.  
Charles Willard Heckel  
John Henry Hepburn  
Stanley Wallace Horrocks  
Allan M. Jackes  
Leon H. Karas  
Carl Walter Kaufman  
Paul F. Lawrence  
Robert Kenneth Leith  
Jack Marsh  
Frank Robert Martin  
Jacob N. Masin  
Arthur Mazzucchelli  
Vincent Charles McNeely  
Robert John Miller  
Charles L. O'Connor, Jr.  
Harold LaSalle Pierson  
Andrew William Ralston, Jr.  
Fred Scheiber  
Leonard Scott Shomel  
Nicholas Sica  
W. Elliott Simms  
Kenneth Simonds  
Howard W. Siner  
Paul Jesse Smith  
Wallace L. Somers  
Benjamin S. Steinlight  
Elizabeth Bruce Oston  
Margaret Edna Plambeck  
Priscilla Porter  
Angela Mary Reichmann  
Sarah Sacks  
Marion Smith  
Dorothea E. Struckman

Eleanor Carmichael  
Dorothy L. Clubb  
Helen E. Conklin  
Ruth Noel Cook  
Dorothy Edna Corcoran  
Muriel L. Crawford  
Lena DeGennaro  
Alice C. Doress  
Sylvia L. Doress  
Margaret M. Dunn  
Madeline Emmons  
Lois L. Ernst  
Lois Florence Fornoff  
Evelyn Garlock  
Maxine Helen Gatenby  
Eileen M. Gibson  
Gladys Emmons Giering  
Lillian Marion Greene  
Jessie Hurst  
Gladys Elaine Keeting  
Jane B. Kellner  
Dorothy G. Kinkel  
Ruth Mildred Lane  
Thelma A. Lawless  
Lillian E. Lee  
Claire Florence Luthy  
Berniece Lyons  
Anna L. Milbank  
Loretto Gutmann Moseley  
Marie Catherine Nuse  
Ruth Ellen Ohlson  
Alphild D. Svenberg  
Florence I. Swenson  
Beatrice M. Trenkle  
Eunice Vassar  
Evelyn B. Weller  
Kathryn Wilson  
Ruthanna Wood  
Alma Elizabeth Zeliff

#### HONOR STUDENTS

Margaret M. Dunn  
Stanley Wallace Horrocks  
Marion Smith  
Kathryn Wilson  
Elliott W. Simms  
Arthur Mazzucchelli  
Alice Elisabeth Ball  
Charles Willard Heckel  
Keith E. Benson  
Muriel Faber Ackerman  
Lois Florence Fornoff  
Anna L. Milbank  
Fred Scheiber  
Hazel Audsley  
Dorothy L. Clubb  
Dorothy L. Bunting  
Alfred Canfield

Sylvia L. Doress  
Arthur J. Cosgrove  
Loretto Gutmann Moseley  
Eunice Vassar  
Lois L. Ernst  
Alice C. Doress  
Evelyn B. Weller  
Madeline Emmons  
Andrew William Ralston, Jr.  
Robert John Miller  
Ruthanna Wood  
Joseph R. Brink  
Jane B. Kellner  
Evelyn Garlock  
Ruth Ellen Ohlson  
Adeline Y. Boardman  
Muriel L. Crawford

#### HIGH SCHOOL GRADUATES BY YEARS

Year	Diplomas	Year	Diplomas	Year	Diplomas
1876	11	1894	10	1912	30
1877	5	1895	15	1913	36
1878	5	1896	12	1914	57
1879	2	1897	8	1915	56
1880	No record	1898	8	1916	47
1881	No record	1899	12	1917	53
1882	No record	1900	9	1918	63
1883	6	1901	18	1919	53
1884	12	1902	13	1920	63
1885	8	1903	15	1921	77
1886	4	1904	17	1922	55
1887	13	1905	10	1923	80
1888	9	1906	19	1924	80
1889	10	1907	17	1925	105
1890	6	1908	18	1926	109
1891	15	1909	25	1927	115
1892	12	1910	14	1928	117
1893	18	1911	20	1929	160
				1930	163

#### PARK SCHOOL, No. 9—FEBRUARY, 1930.

Lillian Abramson	Alice L. Fuller
Mary L. Ambrosino	Rheresa M. Galati
Otto Norman Anderson	Dorothy M. Garrett
William Anderson	Stella Glowacz
Ruth V. Banks	Elliott E. Goldberg
Helen Louise Barbour	Arnold H. Gould
Eleanor L. Berdan	Mamie Greenstein
Edward Theodore Berlinsky	Evelyn L. Grieb
Mildred D. Biesiadecki	Michael Gunick
Albert E. Binger, Jr.	David W. Haacke
Helen Victoria Buta	Harry A. Hampson
Vincent Michael Caprio	Violet E. Hansen
Sheldon B. Carpenter	Andrew Harrison, Jr.
Dorothy Verna Coons	Robert C. Harvey
Eleanor M. Cover	Ted A. Havens
Edwood C. Crowell	Carl G. Hoffman
E. Lloyd Cummings	Harry E. Hopkins
Dorothy M. Cunard	Elizabeth H. Howering
Vivian F. Darnstaedt	Marion Howering
Beatrice L. Davis	Gertrude Ivner
Renee V. Day	Katherine Jaycox
Pearl L. Debnam	Ethel A. Kelly
John Delezenski	Jack G. Kelly
J. Nellie Dobrowolski	Jack D. Kilroy
Emma Ecarius	Helen L. Kitlasz
Winston W. Edgar	Veronica C. Kliminski
Emylyn R. Edwards	Michael Kochel
Mary I. Edwards	John Kuzma
Robert H. Ferguson	Stephania Labieniec
H. Georgena Ferguson	Ruben C. Larson
Jessie L. File	Martha Layland
Daisy E. Floren	Florence E. Leary
T. Marshall Forsyth, Jr.	Robert J. Leek
Letitia I. Fowler	Vincent Leo
Elsie Fuess	Florence G. Lomas



Russell E. Lord  
William F. Lynch  
Bettina E. MacCormack  
Florence MacDonald  
Elsie M. MacMillan  
Evelyn Major  
Charles T. Markert  
Alice J. Markowitz  
Charlotte Martin  
Bernice B. Masin  
Gwendolyn M. Mason  
G. Katherine Maxfield  
Daniel Mcheski  
Sal Menio  
Louise S. Mertz  
Harry C. Milbank  
John L. Miller  
Alice F. Mitchell  
Doris C. Mix  
Oscar R. Nagy  
Robert P. Parkhill  
Florence B. Parsons  
Dorothy Patson  
Edward J. Penberthy  
Venera D. Pentecoste  
Bertha L. Perrine  
Virginia S. Phillips  
Clara J. Radomsky  
Edith V. Rainone  
Robert Rankine  
Ruth E. Rareshide  
Thomas A. Recenello  
Signa Reinertsen  
Roger W. Riley

Dresses worn by girls made in Sewing Class.

Lillian M. Rocke  
Margaret F. Russell  
Frank Sadowski  
Albert Salmon  
Charles Scaduto  
Marie A. Seeger  
Nicholas Sheyka  
Anthony L. Sienko  
Harvey Smith  
Joseph Smith  
S. Jean Smith  
Eleanor W. Snyder  
Herman Sokol  
Laura E. Spaeth  
Elsie C. Stahl  
Ruth L. Stanton  
Manuel M. Stier  
Herman Stimler  
Everett C. Stonaker  
David G. Stone  
Franklin A. Stone, Jr.  
S. Carson Sutters  
Fred H. Tonjes  
Laura E. Truscott  
Anthony Valentine  
Celia M. Valentine  
Alfred Van Brunt  
Margaret L. Vreeland  
Winifred A. Wathey  
Alice Wheeler  
H. Nelson White  
Otto L. Zappo  
Robert G. Zergiebel  
Marion J. Zipf

# HONOR ROLL

First ..... Vivian F. Darnstaedt  
Second ..... Laura E. Spaeth  
Third ..... Mildred D. Biesiadecki  
Fourth ..... Ruth V. Banks  
Fifth ..... David G. Stone  
Sixth ..... Marie A. Seeger

## PUPILS RECEIVING CERTIFICATES

John W. Allen  
Victor H. Bagnall  
Evelyn G. Baker  
Jack Callaghan  
Edna Flauss  
Louis M. Frick  
Fred H. Fredericks  
Mildred A. Gibb  
Virginia W. Hanford  
Earl C. Hanford, Jr.  
Walter E. Hagopian  
Robert J. Hay  
Pearl D. Hoffman  
Lucille C. Hambacker  
Henry Kaiser

Thomas R. Klace  
Herman C. Krohn  
Mildred Lee  
James W. Leary  
Sal Menio  
Howard F. Moeck  
James S. Plaia  
Edward Pospisil  
Alfred R. Quinn  
Robert W. Repsher  
Harold R. A. Rupp  
Florence L. Sandberg  
Harold C. Spinner  
Sidney S. Shapiro  
Roland W. West

Dorothy Ackerson  
Philip L. Axt  
Clara K. Bandholz  
F. Allene Barmore  
Mae Baron  
Doris I. Bayle  
Mildred Bocchino  
Oscar H. Bonner, Jr.  
Ruth E. Browne  
Ethel R. Bugasch  
John S. Bulkowski  
Kathryn A. Burgess  
Josephine Buttacavoli  
Marguerite I. Campbell  
Arthur L. Carswell  
Frank A. Casale  
Dante A. Cetrulo  
Marion L. Chesterman  
Ellen Christensen  
Dorothy E. Clark  
James A. Conway  
John S. Corcia  
Clifford E. Cotton  
Marie Craig  
Audrey E. Cullen  
Ella M. Cutting  
Helen C. Davis  
Rose Y. De Angelis  
Helen de France  
James H. Degnan  
Edward De Marzo  
F. Jean Dipman  
Alan A. Donahue  
Wanda E. Donowich  
Robert E. Dorting  
E. Jean Drake  
William T. Eastes  
Natalie Ennis  
Luciano S. Fallivene  
Elizabeth G. Ferguson  
Warren A. Ferguson  
Anna Ferrentino  
Emma Finkler  
Janet D. Foelmlin  
John M. Ford  
Peter Francioso  
Mary Frydryk  
Betty A. Galieto  
Dorothy G. Gardner  
Ilene M. Garner  
Anna A. Garnevich  
Michael T. Golas  
Stanley G. Gutkowski  
Samuel Hall  
Arthur Hampson  
Jeannette Harrington  
H. Stanley Heeb

B. Franklin Henderson  
Mary J. Hocker  
Paul E. Hoffman  
Mary L. Holaday  
Alma J. Jackson  
Edward Jacobus  
Esther M. Jaeger  
Mary E. Johnson  
Stella F. Karpowitz  
J. Edwin Keeting  
Helen E. Kerr  
Wendell S. Kershner  
Jean L. King  
June L. King  
Benjamin S. Kislawski  
Charles P. Kitlasz  
Ruth Klein  
Josephine Kolano  
Adele C. Kopp  
Raymond J. Kozakewicz  
Ethel Kronbitter  
Stella L. Kussawich  
Walter S. Liebundgut  
Margaret M. Lennon  
Jean A. Lind  
James W. Martin  
Isabel McCrae  
Sadie McCrae  
Mary M. McGinley  
Robert S. McKay  
James E. McMillon  
Sallie E. Mellon  
Meyer M. Melinkoff  
Margaret Migdoll  
Jeannette Mizerek  
Marjory Morrow  
Robert H. Nimmo  
Naismith Noble  
Mildred Ogorevc  
Janet R. O'Mara  
Edward G. Orbann  
Mary M. Pattullo  
Alice J. Pezold  
Eleanor G. Pierson  
Marion A. Pont  
Betsey Pooley  
John W. Przybylski  
Edward J. Quinn  
Alice D. Radomsky  
Claire M. Rareshide  
Edwin R. Reddan  
Elizabeth W. Richmond  
Harry L. Rubenstein  
William S. Samuel  
Edward F. Sands  
Elizabeth Scanlon  
Margaret P. Scheuerer



Ruth E. Schilling  
 Norman W. Schnatterer  
 Max Schramm, Jr.  
 Charles H. D. Scott  
 Olive M. Senior  
 Doryl C. Shea  
 Rose Silverman  
 Doris A. Smith  
 Leon Smith  
 Ruth L. Spatcher  
 Dorman F. Spellar  
 Joseph J. Stavisky  
 Elsie F. Steele  
 Margaretta Stiedl  
 Paul R. Sturges  
 Veronica F. Sturm  
 Eleanor G. Sullivan

Dresses worn by girls made in the Sewing Class.

Catherine L. Taylor  
 Asahal Tennyck  
 Madeline E. Tonjas  
 Virginia E. Turton  
 Eleanor Van Dyke  
 Virginia H. Van Nortwick  
 John Wachowicz  
 Frank J. Walker  
 Virginia D. Way  
 Jack C. Weidlich  
 Marjorie S. Westgate  
 Sue E. Whitcher  
 Audrey R. Wilson  
 Irene M. Wojcik  
 Harry Wolfe  
 Charlotte J. Zeller  
 Amie H. Zink

#### HONOR ROLL

First .....	Mildred Bocchino
Second .....	Marion A. Pont
Third .....	Robert H. Nimmo
Fourth .....	Meyer M. Melinkoff
Fifth .....	James H. Degnan
Sixth .....	Anna Ferrentino

#### PUPILS RECEIVING CERTIFICATES

Nils Berg	Ella Liguori
Robert T. Blood	Martha L. Long
Lillian M. Blunt	Jennie Maryanski
Anne M. Boorse	Palma M. Mascola
Olive G. Brush	Vera F. McConnell
Joseph Camino, Jr.	George T. McKeon
Florence Caproff	Rose Misuraca
Adele Carlin	James R. Nicol
David Charles	Richard J. O'Connor
James A. Cleary	Signa M. Ohlson
Beatrice M. Cryan	Melba D. Olds
Frank S. Dexter	Florence Orr
John D. Fischer	Robert T. Oswald
Charles Frank	Evelyn V. Phoebus
Anna Frydryk	William Reddan, Jr.
Curt Hansen	Florence A. Ridings
Nettie E. Havens	Louis Rossi
Marjorie R. Heppding	Caroline W. Sallans
Edward W. Higgins	Ida Schnaars
Gordon F. Huyler	Jack Shepherd
Marion H. Ingold	George Snyder
Harry W. Joos, Jr.	Muriel Stark
Sarah S. Katz	Georgiana M. Turton
John J. Killian	Christina Van den Heuvel
William Kroll	Ruth D. Waldron

## SCHOOL ENROLLMENT

### DAY SCHOOLS

#### Net Enrollment 1929-1930

No. 1.	High School .....	1,045
No. 2.	Berkeley School .....	819
No. 3.	Brookside School .....	719
No. 4.	Center School .....	426
No. 5.	Brookdale School .....	525
No. 6.	Carteret School .....	894
No. 7.	Fairview School .....	718
No. 8.	Watsessing School .....	660
No. 9.	Park School .....	600
No. 10.	Opportunity School .....	71
No. 11.	Franklin School .....	548

Total ..... 7,086

#### ENROLLMENT BY YEARS

1890 .....	1008	1913 .....	3372
1893 .....	1161	1914 .....	3550
1896 .....	1382	1915 .....	3738
1897 .....	1477	1916 .....	3933
1898 .....	1643	1917 .....	3962
1899 .....	1678	1918 .....	4290
1900 .....	1760	1919 .....	4307
1901 .....	1774	1920 .....	4372
1902 .....	1972	1921 .....	4301
1903 .....	2102	1922 .....	4697
1904 .....	2153	1923 .....	5007
1905 .....	2247	1924 .....	5215
1906 .....	2425	1925 .....	5429
1907 .....	2562	1926 .....	5655
1908 .....	2629	1927 .....	6034
1909 .....	2688	1928 .....	6543
1910 .....	2751	1929 .....	6803
1911 .....	2966	1930 .....	7086
1912 .....	3174		

#### DAYS' ATTENDANCE

1902 .....	244,000	1917 .....	591,000
1903 .....	264,000	1918 .....	585,000
1904 .....	288,000	1919 .....	633,000
1905 .....	308,000	1920 .....	611,000
1906 .....	337,900	1921 .....	654,000
1907 .....	350,000	1922 .....	698,000
1908 .....	371,000	1923 .....	760,000
1909 .....	380,000	1924 .....	797,000
1910 .....	392,000	1925 .....	844,000
1911 .....	431,000	1926 .....	845,000
1912 .....	455,000	1927 .....	932,000
1913 .....	489,000	1928 .....	1,003,000
1914 .....	521,000	1929 .....	1,122,519
1915 .....	552,000	1930 .....	1,103,029
1916 .....	579,000		



# EVENING SCHOOL

Net Enrollment 1904-1905.....	211	Total Hours Attendance.....	2,673
Net Enrollment 1905-1906.....	232	Total Hours Attendance.....	4,369
Net Enrollment 1906-1907.....	273	Total Hours Attendance.....	5,076
Net Enrollment 1907-1908.....	268	Total Hours Attendance.....	5,225
Net Enrollment 1908-1909.....	285	Total Hours Attendance.....	7,405
Net Enrollment 1909-1910.....	284	Total Hours Attendance.....	7,671
Net Enrollment 1910-1911.....	309	Total Hours Attendance.....	7,087
Net Enrollment 1911-1912.....	321	Total Hours Attendance.....	6,565
Net Enrollment 1912-1913.....	409	Total Hours Attendance.....	10,436
Net Enrollment 1913-1914.....	461	Total Hours Attendance.....	11,470½
Net Enrollment 1914-1915.....	462	Total Hours Attendance.....	11,829
Net Enrollment 1915-1916.....	496	Total Hours Attendance.....	13,139
Net Enrollment 1916-1917.....	383	Total Hours Attendance.....	10,182
Net Enrollment 1917-1918.....	380	Total Hours Attendance.....	10,121
Net Enrollment 1918-1919.....	301	Total Hours Attendance.....	6,031
Net Enrollment 1919-1920.....	322	Total Hours Attendance.....	7,033
Net Enrollment 1920-1921.....	480	Total Hours Attendance.....	11,086
Net Enrollment 1921-1922.....	395	Total Hours Attendance.....	10,114
Net Enrollment 1922-1923.....	400	Total Hours Attendance.....	10,645
Net Enrollment 1923-1924.....	430	Total Hours Attendance.....	11,866
Net Enrollment 1924-1925.....	396	Total Hours Attendance.....	11,213
Net Enrollment 1925-1926.....	374	Total Hours Attendance.....	10,400
Net Enrollment 1926-1927.....	380	Total Hours Attendance.....	10,193
Net Enrollment 1927-1928.....	410	Total Hours Attendance.....	12,013
Net Enrollment 1928-1929.....	458	Total Hours Attendance.....	13,187
Net Enrollment 1929-1930.....	500	Total Hours Attendance.....	14,811

# FINANCIAL STATEMENT

Bloomfield, N. J., July 1, 1930.

To the Board of Education:

Ladies and Gentlemen:

I herewith submit the Annual Financial Statement of the Board of Education for the school year ending June 30, 1930.

## RECEIPTS

Balances July 1, 1929, as follows:	
Current Expenses .....	\$ 60,311.36
Repairs and Replacements .....	317.49
Manual Training .....	587.93
New Building Account .....	19,531.15
	<hr/>
	\$ 80,747.93
Received from State, Current Expenses .....	\$198,626.05
" " Town Current Expenses .....	558,400.00
" " Town Repairs and Replace.....	38,550.00
" " Town Manual Training .....	12,000.00
" " State Manual Training .....	5,000.00
" " Town, School Library .....	800.00
" " State, School Library .....	220.00
" " Town, New Building & Alteration .....	435,689.66
	<hr/>
	1,249,285.71
Received from other sources:	
Tuition .....	\$ 7,249.49
Interest on Deposits .....	2,107.77
Sale of Supplies, Fines, etc. ....	2,367.00
Rentals School Buildings .....	1,342.50
Fire Insurance Loss .....	1,196.00
	<hr/>
	14,262.76
	<hr/>
	\$1,344,296.40

## DISBURSEMENTS

Current Expense:	
Administration .....	\$ 21,446.71
Teachers' Salaries (Day School) .....	\$536,510.35
Teachers' Salaries (Summer and Evening).....	8,156.50
Clerks' Salaries .....	6,615.00
School Supplies—Office Expenses, Stationery .....	63,303.59
Text Books .....	26,251.62
Janitors' Salaries and Wages Other Employees.....	55,513.70
Janitors' Supplies .....	8,225.63
Fuel .....	12,176.15
Light, Power and Water .....	12,526.56
Attendance Officer .....	1,959.95
Medical Inspector—Nurses' Salary, Etc.....	11,373.52
Tuition .....	160.00
Insurance Premiums .....	7,445.98
Transportation .....	6,348.97
Telephone Service—Incidental Expense .....	1,328.09
	<hr/>
	\$ 779,342.32



Manual Training:		
Teachers' Salary .....	\$ 12,125.00	
Material and Supplies .....	5,962.17	
		18,087.17
School Libraries:		
Books .....	\$ 1,020.00	1,020.00
Repairs and Replacements:		
Buildings .....	\$ 28,681.79	
Grounds, Walks, Etc.....	5,569.25	
Educational Equipment .....	2,000.00	
Town Assessment .....	3,800.00	
		40,051.04
Land, Building and Equipment:		
Improvement to Zimmerer Tract .....	\$ 14,108.66	
High School .....	303,111.75	
Alterations Elementary Buildings .....	116,037.08	
		433,257.49
Total Expenditures .....		\$1,271,758.02
Balances in Hands of Custodian:		
Current Expenses .....	\$ 50,558.48	
Repairs and Replacements .....	12.45	
Manual Training .....	4.13	
Land, Building and Equipment.....	21,963.32	
		\$ 72,538.38
Total Expenditures and Balances on Hand June 30, 1930.....		\$1,344,296.40

Respectfully submitted,

FRANK J. HOCHSTUHL, Jr.,  
Secretary.

## RULES AND REGULATIONS

Elementary Schools .....	8:45 to 12:00 M.
	1:15 to 3:15 P. M.
Morning Recess 10 minutes	
Kindergartens .....	8:45 to 11:20 A. M.
	1:15 to 2:30 P. M.
First Grades .....	8:45 to 11:45 A. M.
	1:15 to 3:00 P. M.
High School .....	8:15 to 1:40 P. M.

School doors open 15 minutes before the school sessions begin and close 15 minutes after school is dismissed in the afternoon. From December 1 to March 30, the buildings are open during the noon hours.

The Superintendent of Schools may order half-day sessions because of weather conditions.

Excuses for absence or tardiness must be signed by the parent or guardian, and state that the absence or tardiness was with the knowledge and approval of the signer or the equivalent. All lessons may be counted zero until made up in a manner satisfactory to the teacher. No lesson may be made up until an excuse has been accepted.

No charitable appeals may be laid before any class.

No person may visit any school or class to see any teacher or pupils upon personal business of any kind during the school hours.

The schools are always open to the inspection of the public, and parents and citizens are cordially invited to visit them at any time.

Teachers are to be present at school 15 minutes before school opens and 15 minutes after school closes.

Evening School teachers are to be present in classroom 5 minutes before school begins.

Teachers may visit two days each year such schools as they may arrange with their superior officers and report in writing.

Full deduction of salary is to be made for absence for reasons other than personal illness or death in the immediate family.

Full pay will be deducted for absence occurring on the day before or the day following any vacation period, except as provided for above.



All claims regarding absences must be presented in writing to the Secretary of the Board of Education within one week from date of the teacher's return to school.

The compensation of substitutes is \$5.00 per school day in Grades I to VIII, also in the Kindergarten, and \$6.00 in Grades IX to XII.

Principals will report in writing, monthly or oftener, failures of specialists or class teachers to be present upon the time set in the schedules and rules.

The duties of teachers include required attendance at school, grade, special and general meetings, not exceeding five in any one month. The duties of principals and specialists include required attendance at all meetings designated by the school authorities. Teachers and principals should visit the pupils' homes in the performance of their educational obligations to circumvent truancy, to quarantine cases of suspected disease, and to consult parents in their children's interests.

Tuition for non-residents shall be as follows:

High School, \$120 per year.

Grammar Grades, \$50 per year.

Primary Grades, \$25 per year.

## JANITORS

To be in building at 7 A. M., or as much earlier as may be necessary to have the building ready for school, and to remain as long as there are teachers or pupils in the building, except that a janitor shall not be requested to remain later than six o'clock, and shall not leave the building before five-thirty o'clock except by arrangement with the principal. The lunch period of the janitor will be arranged with the principal.

To take charge of the building during noon hour except when otherwise arranged with the principal.

To leave the buildings during school hours only with consent of the principals.

To sweep every room and hall every afternoon.

To empty all waste baskets every day.

To dust every room every morning before 8:30.

To clean thoroughly every blackboard once a week.

To clean every window inside and out three times each year.

To rake the yards and keep them clean.

To keep the lawns mowed.

To clear the sidewalk immediately after snowfall.

To fill all inkwells once a week and to clean them every fourth Saturday.

To visit his building in the care of the heating as late at night and as early in the morning as is found necessary to get the rooms heated properly before the opening of school.

To report pupils to principals for discipline when necessary.

To allow no pupils in or about the buildings until 15 minutes before the opening of school and after school has been closed for a half hour, unless accompanied by teachers, except in cases of extreme cold or storm and except when games are being conducted on the basketball courts.

To allow no loitering of pupils or others in groups about the grounds at any time, but to allow playing as instructed by the principal.

In bad weather the janitors may open the doors twenty minutes earlier than the usual time.

To make repairs at the request of principals.

To report all needed supplies to the principals in good season.

In addition to observing the above duties a janitor is at all times to consider himself under the general direction of the Principal of the building and the Superintendent of Schools.



## CALENDAR FOR 1930-1931

### FIRST TERM:

Begins Monday, September 8, 1930.

Ends Tuesday, December 23, 1930.

### SECOND TERM:

Begins Wednesday, January 7, 1931.

Ends Thursday, April 2, 1931.

### THIRD TERM:

Begins Monday, April 13, 1931.

Ends Friday, June 26, 1931.

## BLOOMFIELD PUBLIC SCHOOL BOOK LIST

### TEXT-BOOKS FOR ELEMENTARY GRADES

1930-1931.

Readers.

Adventures in Reading .....	Doubleday, Doran
Adventures of a Marionette .....	Ginn & Co.
Alice's Adventures in Wonderland .....	Winston Co.
Arlo .....	Arlo Publishing Co.
Betty June and Her Friends .....	American Book Co.
Billy Bang Book .....	The Macmillan Co.
Bobbs Merrill Reader Series .....	The Bobbs-Merrill Co.
Bolenius Reader Series .....	Houghton, Mifflin Co.
Boy Life on the Prairie .....	Allyn & Bacon
Bunny Rabbit's Diary Reader .....	Little, Brown & Co.
Child's First Book in Reading .....	American Book Co.
Child's Own Way Series, The .....	W. H. Wheeler & Co.
Child-Library Reader Series .....	Scott-Foresman Co.
Child's Robinson Crusoe, A .....	Beckley-Cardy Co.
Dot and David .....	American Book Co.
Dramatic Reader for Grammar Grades .....	American Book Co.
Dramatic Reader for Lower Grades .....	American Book Co.
Elson-School Reader Series .....	Scott-Foresman Co.
Every-day Classics .....	The Macmillan Co.
Every-day Doings at Home .....	Silver, Burdett & Co.
F-U-N Book, The .....	The Macmillan Co.
Good Reading Series .....	Charles Scribner's Sons
Hans Brinker and the Silver Skates .....	Winston Co.
Happy Tales for Story Time .....	American Book Co.
Happy Hour Stories .....	American Book Co.
Hiawatha Primer .....	Houghton, Mifflin Co.
Heidi .....	Winston Co.
Horace Mann Reader Series .....	Longsmans, Green & Co.
Individual Progress Reading .....	World Book Co.
In Fable Land .....	Silver, Burdett & Co.
Johnny and Jenny Rabbit .....	American Book Co.
Kendall Reader Series .....	D. C. Heath & Co.
King of the Golden River .....	Rand & McNally Co.
King Arthur and His Knights .....	Rand & McNally Co.
Kipling Reader Series .....	Doubleday, Doran Co.
Learn to Study Readers .....	Ginn & Co.
Boy Blue and His Friends .....	Little, Brown & Co.
Man Without a Country, A .....	F. A. Owen & Co.
Marmion .....	Scott, Foresman & Co.
Merrill Readers, The .....	Charles E. Merrill Co.
Modern Readings Series .....	D. C. Heath & Co.
New Barnes Reader Series .....	Laidlaw Brothers
Overall Boys .....	Rand & McNally Co.
Playtime Stories .....	American Book Co.
Pathway to Reading Series .....	Silver, Burdett & Co.
Peter and Polly Series .....	American Book Co.
Peter Pan .....	Silver, Burdett & Co.
Peter Pan and Wendy .....	Charles Scribner's Sons
Peters and Brumbaugh .....	Christopher Somer Co.
Pinnochio .....	Ginn & Co.



Poetry Book.....	Rand & McNally Co.
Progressive Road to Reading Series.....	Silver, Burdett & Co.
Peggy Stories.....	Charles Scribner's Sons
Reading for Appreciation.....	Charles Scribner's Sons
Reading and Living Series.....	Charles Scribner's Sons
Riverside Literature Series.....	Houghton, Mifflin Co.
Robin Hood and His Merry Men.....	Rand & McNally Co.
Robinson Crusoe.....	A. Flanagan & Co.
Silent Reader Series, The.....	Winston Co.
Stone's Silent Reader Series.....	Houghton, Mifflin Co.
Stories for Junior High Schools.....	Charles Scribner's Sons
Standard Literature Series, The.....	Newson & Co.
Squirrel Tree, The.....	American Book Co.
Stories of the Red Children.....	Educational Publishing Co.
Story-Hour Reader Series.....	American Book Co.
Story of Hiawatha.....	Educational Publishing Co.
Sunbonnet Babies.....	Rand & McNally Co.
Study Readers Series.....	Charles E. Merrill Co.
Treasure Island.....	D. C. Heath & Co.
Treasure Trails.....	Macmillan Co.
Twin Series, The.....	Houghton, Mifflin & Co.
Willie Fox's Diary.....	Ginn & Co.
Wheeler's Graded Literature Series.....	W. H. Wheeler & Co.
Work-a-day Doings on the Farm.....	American Book Co.
Work and Play with Words.....	Hall, McCreary Co.
The Expressive Series.....	American Book Co.
Book Friends.....	Newson Co.
Happy Jack.....	Little Brown Co.
Indian Nature Myths.....	Flanagan Co.
Pets.....	Ginn & Co.
Friends.....	Ginn & Co.
Early Cave Men.....	Rand & McNally Co.
The Children's Own Readers.....	Ginn & Co.
Child's Story Reader.....	Lyons-Carnahan Co.
Dutch Twins.....	Houghton, Mifflin & Co.
Little People of the Snow.....	Flanagan Co.
Primary Seat Work Bk., Silent Reader.....	Webster
Picture Story Readers.....	World Book Co.
Boys and Girls at School.....	American Book Co.
The Newson Readers.....	Newson & Co.
My Cut-A-Picture Book.....	Silver Burdett & Co.
My First Book.....	Silver, Burdett & Co.
The Little Book.....	Wheeler Publishing Co.
Work and Play.....	Winston Co.
Happy Jack.....	Little Brown
Safety First Stories.....	Longmans, Green
Do and Learn Readers.....	American Book Co.
Fact and Story Readers.....	American Book Co.
Children's Own Reader.....	Ginn & Co.
Friends.....	Ginn & Co.
Story Friends.....	Hinds, Hayden & Eldridge
Trips to Take.....	Johnson Publishing Co.
Friends to Make.....	Johnson Publishing Co.
The Open Door.....	Newson & Co.
Good Times.....	Newson & Co.
Smedley & Olson New Reader.....	Hall, McCreary & Co.
Anton and Trini (Geographical Reader—Swiss)	

Story Plays, Old and New.....	American Book Co.
Social Science Readers.....	Charles Scribner's Sons
Book of Stories.....	Allyn & Bacon
Black Beauty.....	Winston Co.

### Arithmetic and Algebra.

Arithmetic by Practice.....	Simmons, Peckham
Arithmetic by Grades.....	Hinds, Hayden & Eldredge Co.
Arithmetic Without a Pencil.....	D. C. Heath & Co.
Grammar School Algebra.....	Silver, Burdett & Co.
Lenne's Test and Practice Sheets.....	Laidlaw Bros.
Standard Service Arithmetic Series.....	Scott, Foresman Co.
Strayer-Upton Arithmetic Series.....	American Book Co.
Test and Practice Handbook.....	Laidlaw Bros.
Standard Arithmetic Drill and Test Pads.....	Webster Publishing Co.
Searchlight Arithmetic.....	Ginn & Co.
Milne-Wiley.....	American Book Co.
Anderson's Arithmetic.....	Silver, Burdett & Co.
Complete Arithmetic.....	American Book Co.

### Bookkeeping.

Primary Bookkeeping Sets.....	Ellis Publishing Co.
20th Century Bookkeeping and Accounts.....	South-Western Co.

### Civics.

City, State and Nation.....	Macmillan Co.
Community and the Citizen.....	D. C. Heath & Co.
Every Day Civics.....	American Book Co.
Guideposts to Citizenship.....	American Book Co.
March of Democracy, The.....	D. C. Heath & Co.
Our Community.....	Winston Co.
Ourselves and Our City.....	American Book Co.

### Dictionary.

Webster's Common School Dictionary.....	American Book Co.
Concise Standard.....	Funk & Wagnalls Co.
Webster's.....	American Book Co.
Winston Simplified.....	Winston Co.

### English.

Elementary English—Spoken and Written.....	Charles E. Merrill & Co.
Essentials in English.....	American Book Co.
Everyday English Composition.....	American Book Co.
Graded Drill Exercises in Corrective English.....	Noble & Noble
Higher Lessons in English.....	Charles E. Merrill
Vital English.....	F. M. Ambrose & Co.
Elements of English Book II.....	Allyn & Bacon
Language Ways.....	Bobbs Merrill Co.
Guide Book for Language.....	Bobbs Merrill Co.
Speaking and Writing English—Sheridan.....	Benjamin Sanborn Co.
Burleson.....	Allyn & Bacon

### Geography.

Around the World With Children.....	American Book Co.
Branom Geography Series.....	Macmillan Co.
Brief Geography of New Europe, A.....	Hinds, Hayden & Eldridge Co.



Carpenter's New Geographical Readers.....	American Book Co.
Essentials of Geography Series.....	American Book Co.
Geography and History of New Jersey.....	Ginn & Co.
Geography for Beginners.....	Rand & McNally Co.
Human Geography Series.....	Winston Co.
Home Folks.....	Winston Co.
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Journeys in Distant Lands.....	Silver, Burdett & Co.
United States and Canada.....	Silver, Burdett & Co.
Winslow's Geography Series.....	D. C. Heath & Co.
World Geography Series.....	The Macmillan Co.
Geography of New Jersey.....	Hinds, Hayden & Eldridge Co.
Geography of New Jersey.....	Silver, Burdett & Co.
Whole World Series, The.....	Ginn & Co.

### History.

Europe, the Mother of America.....	Charles E. Merrill Co.
Westward Toward America.....	Charles Scribner's Sons
What the Old World Gave the New.....	Iriquois Publishing Co.
Our Nation's Heritage.....	American Book Co.
Stories of Later American History.....	Charles Scribner's Sons
American Explorers.....	Charles Scribner's Sons
Industrial and Social History Series.....	Rand & McNally Co.
Stories of Early American History.....	Charles Scribner's Sons
Old Europe and Young America.....	Rand & McNally Co.
Founders of Freedom in America.....	Hinds, Hayden & Eldredge Co.
Gordy's United States History.....	Charles Scribner's Sons
History Primer, A.....	Hinds, Hayden & Eldredge Co.
Leaders in Making America.....	Charles Scribner's Sons

### Science.

Elementary Science by Grades.....	D. Appleton & Co.
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### Music.

Books of Songs—Series.....	American Book Co.
Progressive Music Readers' Series.....	Silver, Burdett & Co.
Twice Fifty-five Community Songs.....	C. C. Birchard Co.
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Blue Book of Favorite Songs.....	Hall, McCreary & Co.

### Hygiene, Physiology and Safety First.

Conn's Series.....	Silver, Burdett & Co.
Health and Happiness Series.....	American Book Co.
Health Habits.....	Lyons & Carnahan Co.
Hygiene and Health.....	Bobbs, Merrill Co.
Physiology and Hygiene.....	Bobbs, Merrill Co.
Safety First for the Little Folks.....	Charles Scribner's Sons
Sure Pop and the Safety Scouts.....	World Book Co.
Health Game.....	Bobbs, Merrill Co.
Safety First Stories.....	Longmans, Green Co.
The Way to Keep Well.....	American Book Co.
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### Spelling.

Essentials of Spelling Book III.....	American Book Co.
Horn Ashbaugh—Revised Edition.....	Lippincott Co.

McCall Speller.....	Laidlaw Co.
Thorndike—Wohlfarth.....	World Book Co.
Breed-French.....	Lyons & Carnahan
Test and Study Speller.....	Silver, Burdett & Co.
Morrison Speller.....	Iriquois

### Penmanship.

Palmer System of Writing.....	A. N. Palmer Co.
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### Latin.

First Year of Latin.....	Silver, Burdett & Co.
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#### English.

Chapman's Using English.....	Harcom A. Bruce Co.
Carlisle's Essay on Burns.....	American Book Co.
Halleck's History of English Literature.....	American Book Co.
Macbeth.....	American Book Co.
Outlines of American Literature, by Long.....	Ginn & Co.
From Chaucer to Arnold.....	The Macmillan Co.
Cohen's One-Act Plays by Modern Authors.....	Harcourt, Brace Co.
Modern Essays—Christopher Morley.....	Harcourt, Brace Co.
High School English Book, by Hitchcock.....	H. Holt & Co.
Woolley's Handbook of Composition.....	D. C. Heath & Co.
The Mill on the Floss.....	H. Holt & Co.
Odyssey.....	Allyn & Bacon
Tale of Two Cities.....	D. C. Heath & Co.
Sir Roger de Coverly Papers.....	F. M. Ambrise Co.
Heydricks Types of the Short Story.....	Scott-Foresman & Co.
Macauley's Life of Johnson.....	D. C. Heath & Co.
Forbes's Modern Verse.....	H. Holt & Co.
Julius Caesar.....	H. Holt & Co.
As You Like It.....	Ginn & Co.
Milton's Minor Poems.....	The Macmillan Co.
Robert Browning's Poems.....	H. Holt & Co.
Goldsmith's Deserted Village.....	The Macmillan Co.
Idylls of the King.....	Ginn & Co.
Sketch Book—Irrving.....	Ginn & Co.
Three Narrative Poems.....	Allyn & Bacon
Herman's Studies in Grammar.....	H. Holt & Co.
Scott's Ivanhoe.....	D. Appleton & Co.

#### Latin.

Allen and Phillip's Latin Prose.....	Allyn & Bacon
Allen and Greenough's Latin Grammar.....	Ginn & Co.
D'Ooge's Cicero.....	Sanborn & Co.
Elementary Latin—Smith.....	Allyn & Bacon
Gunnison and Harley's Caesar.....	Silver, Burdett & Co.
Knapp's Virgil.....	Ginn & Co.
Latin Composition—Baker and Inglis.....	The Macmillan Co.
Second Latin Book—Ullman and Henry.....	The Macmillan Co.
Term of Ovid, by Gleaso.....	American Book Co.
Latin I—Pearson, Lawrence, Raynor.....	American Book Co.
Latin Lessons—Smith, Thompson.....	Allyn & Bacon



### French Texts.

A First Course in French—Downer & Knickerbocker.....	Appleton Co.
Conte's Dramatiques, by Hill and Dondo.....	D. C. Heath & Co.
French Short Stories—Buffum.....	Henry Holt Co.
French Composition—Lister.....	Ginn & Co.
Fraser & Squair's French Grammar.....	Ginn & Co.
Bruce's Grammaire Francaise.....	D. C. Heath & Co.
Racine's Esther.....	D. C. Heath & Co.
Le Bourgeoise Gentilhomme.....	Ginn & Co.
Pecheur d' Island.....	Ginn & Co.
Francois Introductory French Composition.....	American Book Co.
French Composition—Carnahan.....	D. C. Heath & Co.
Corneille's Le Cid.....	D. C. Heath & Co.
Conte's des Provinces—Roth.....	American Book Co.
Practical French Composition—Comfort.....	D. C. Heath & Co.
Exercises on Irregular Verbs—de Sauze.....	H. Holt & Co.

### Spanish Texts.

De Vitis' Spanish Grammar.....	Allyn & Bacon
Hills and Ford Grammar.....	D. C. Heath & Co.
Correspondencia Comercial, by Luria.....	Silver, Burdett & Co.
Lecturas Faciles, by Wilkins and Luria.....	Silver, Burdett & Co.
Un Verano en Espana.....	D. C. Heath & Co.

### History and Civics Texts.

Early European History.....	D. C. Heath & Co.
Webster's Ancient History.....	D. C. Heath & Co.
Modern History, by Hayes and Moon.....	Macmillan Co.
Our Economic Organization—Marshall and Lyon.....	Macmillan Co.
Muzzey's American History—Revised Edition.....	Ginn & Co.
History of the United States, by Guiteau.....	Houghton, Mifflin & Co.
Problems in American Democracy, by Williamson.....	D. C. Heath & Co.
American Government, by Magruder.....	Allyn & Bacon
American Democracy, by Forman.....	Century Co.
Civic Sociology—E. A. Ross.....	World Book Co.
Epochs of World Progress—Barnard.....	H. Holt & Co.

### Mathematics Texts.

Milne-Downey Algebra.....	American Book Co.
Second Book in Algebra, by Durell and Arnold.....	Chas. E. Merrill Co.
Stone-Mills Plane Geometry.....	Sanborn & Co.
Wentworth Solid Geometry.....	Ginn & Co.
Granville's Trigonometry.....	Ginn & Co.
Well's College Algebra.....	D. C. Heath & Co.

### Commercial Texts.

Problems and Questions in Commercial Law—Rogers-Thompson.....	American Book Co.
Accounting Principles and Bookkeeping.....	Henry Holt & Co.
Bookkeeping—Miner and Elwell.....	Ginn & Co.
20th Century Bookkeeping.....	South-Western Pub. Co.
20th Century Touch Typewriting, by Lessenberry and Jevon.....	South-Western Pub. Co.
New Dictation Course—Reigher.....	Rowe Publishing Co.
Gregg Shorthand—Robert Gregg.....	Gregg Publishing Co.
Gregg Speed Studies—Robert Gregg.....	Gregg Publishing Co.

Progressive Exercises.....	Gregg Publishing Co.
Commercial Law, by Huffcult-Bogart.....	Ginn & Co.
Essentials of Business Arithmetic, by Van Tuyl.....	American Book Co.
Industrial Geography, by Whitbeck.....	American Book Co.
Principles of Economics, by Faubel.....	Harcourt-Brace Co.
Secretarial Studies So Relle—Gregg.....	Gregg Publishing Co.

### Mechanical Drawing.

Shop Sketching, by Windows.....	Bruce Publishing Co.
Problems of Mechanical Drawing, by Bennett.....	Manual Arts Press
Applied Mechanical Drawing, by Mathewson.....	Stewart-Taylor, Holden Co.

### Science Texts.

Science of Every Day Life, by Smith and Van Buskirk.....	Houghton, Mifflin Co.
New Essentials of Biology, by Hunter.....	American Book Co.
Elements of Physics, by Milliken, Gale and Pyle.....	Ginn & Co.
Practical Physics Manual, by Ahrens, Harley and Burkes.....	Allyn & Bacon
Elementary Principles of Chemistry, by Brownlee and others.....	Iroquois Co.
A Laboratory Guide for Chemistry, by Collister and Walrath.....	Macmillan Co.
Practical Chemistry—Black and Conant.....	H. Holt & Co.
Biology for Beginners—Moon.....	H. Holt & Co.
Modern Physics—Dull.....	Macmillan Co.
Practical Chemistry—Black and Conant.....	Macmillan Co.
Beginning Chemistry—Fletcher, Smith and Harrow.....	American Book Co.
Laboratory Guide in Chemistry—Collister and Walrath.....	Iroquois Publishing Co.